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AUTHOR	Totusek, Patsy; And Others
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ABSTRACT

This report provides data collected in a study of the primary school reading curriculum of the Austin (Texas) Independent School District. The two sections of the report contain a summary of data gathered from interviews conducted with 80 teachers from the 58 elementary schools in the district to determine their attitudes toward the reading curriculum, and data related to reading instruction obtained through analysis of the cumulative reading folders of 276 third-grade students. The major portion of the report is composed of appendixes that contain the following: (1) a description of the research methodology employed in the teacher interviews, a copy of the instrument used, and summaries of data given in response to each question on the survey instrument; (2) a description of the research methodology employed in the cumulative reading folder check and summaries of data collected in that check; (3) a brief description of a preliminary teacher survey; and (4) a copy of the revised pupil activities record produced as a result of the study. (FL)

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OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

FINAL TECHNICAL REPORT

Reading Curriculum Study: Grades K-3

May 1, 1981

Evaluator:
Patsy Totusek, Ph.D.

Evaluation Assistant:
Belinda Turner

Data Collection:
Nancy Baenen
Elaine Jackson

Data Analyst:
Sharon Hill

Secretary:
Ruth Fairchild

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Freda M. Holley

Freda M. Holley, Ph.D.

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SUMMARY
TEACHER INTERVIEW, GRADES K-3

WHAT WAS THE PURPOSE OF THIS STUDY?

- To identify the types of information teachers use in planning reading instruction.
- To assess the amount of coordination between classroom and supplementary teacher instruction.
- To obtain teacher opinion about the administration of basal tests and other District practices.

WHO WAS INCLUDED IN THE SAMPLE?

A total of 80 K-3 teachers were interviewed, with 20 teachers interviewed at each grade level. The sample was selected in such a way that one to two teachers were interviewed at each of 58 elementary campuses.

WHAT CONCLUSIONS CAN BE DRAWN ABOUT THE INFORMATION TEACHERS USE TO PLAN READING INSTRUCTION?

Although many of the teachers considered several sources of information in making basic decisions about reading instruction, two sources of information were used repeatedly by a majority of the teachers. These were teacher observation and the teacher guide for the basal/oral language series.

WHAT IMPLICATIONS DOES THIS FINDING HAVE FOR STAFF DEVELOPMENT?

Since the teacher guide is an important source of information for K-3 teachers, it would seem advisable to offer staff development that would clarify and supplement the activities presented in it. Directions or suggestions from the central administration might prove more helpful to the teachers if they were presented, when possible, with reference to specific pages in the teacher guide or basal.

WHAT INFORMATION WAS USED TO MAKE BASIC READING DECISIONS?

The most common sources of information used by teachers to *place students in basals or reading/oral language groups* were:

- teacher observation (used by 60% of the teachers)
- formal/informal reading or oral language inventories (60%)

The most common sources of information used by teachers to *identify the skills to be taught were:*

- the teacher guide (90%)
- teacher observation (61%)

The most common sources of information used by teachers to *sequence instructional activities* were:

- the teacher guide (85%)
- teacher observation (53%)

The most common sources of information used by teachers when deciding to *move a student to another reading group* were:

- teacher observation (85%)
- the student's performance in the basal or oral language series (64%)

Although other sources of information were used by teachers in making these basic reading decisions, no other sources of information were used by a majority of the teachers.

DO K-3 TEACHERS USE THE ESSENTIAL COMPETENCIES IN PLANNING READING INSTRUCTION?

While over half of the teachers (56%) indicated the Essential Competencies were valuable in planning reading instruction, the Essential Competencies appear to be used primarily as a reference source while the teacher guide serves as the major planning instrument.

DO TEACHERS FEEL ANY OF THE PLANNING MATERIALS DISTRIBUTED BY THE CENTRAL ADMINISTRATION ARE EXPENDABLE?

None of the materials were considered expendable by a majority of the K-3 teachers.

WHAT STEPS DO TEACHERS FEEL DISTRICT ADMINISTRATORS SHOULD TAKE TO ENSURE THE USEFULNESS OF PLANNING MATERIALS?

- 65% of the teachers said District personnel should survey teachers to find out what is needed before new materials are produced.
- 44% of the teachers said curriculum materials should be piloted before they are placed in final form and disseminated Districtwide.

HOW MUCH COORDINATION EXISTS BETWEEN CLASSROOM AND SUPPLEMENTARY TEACHER INSTRUCTION (TITLE I, MIGRANT, SCE, BILINGUAL, SPECIAL EDUCATION)?

A total of 59 of the teachers interviewed had students who received supplementary teacher instruction. In view of this small sample size, the findings reported below should be considered suggestive only.

Viewed collectively, the data indicate a coordination problem may exist, in that only 52-55% of the classroom teachers stated they coordinate their instructional activities with those performed by the supplementary teachers.

WHO DECIDES WHAT THE SUPPLEMENTARY TEACHERS WILL TEACH?

- 6% of the teachers said they alone determined the content of the supplementary instruction.
- 39% of the teachers said the supplementary teacher determined the content of the supplementary instruction.
- 55% of the teachers said the content of the supplementary instruction was based on joint classroom/supplementary teacher planning.

HOW MANY CLASSROOM TEACHERS FORMALLY COORDINATE THEIR INSTRUCTION WITH THE INSTRUCTION PROVIDED BY THE SUPPLEMENTARY TEACHER?*

- 52% of the teachers stated formal coordination existed.
- 48% of the teachers stated formal coordination did not exist.

Several classroom teachers said they did not communicate with their supplementary teachers on a regular basis, but were satisfied with the amount of coordination because they saw the activity sheets the students completed while out of the classroom. These teachers felt this was a time-efficient method of keeping them fully informed of the supplementary teacher's activities.

HOW MANY TEACHERS ADMINISTER INFORMAL READING INVENTORIES OR OTHER DIAGNOSTIC MEASURES TO THEIR STUDENTS AT THE BEGINNING OF THE SCHOOL YEAR?

- 60% of the teachers administered diagnostic measures to all their students at the beginning of the school year.
- 35% of the teachers administered diagnostic measures to some of their students at the beginning of the school year.
- 5% of the teachers did not administer diagnostic measures at the beginning of the school year.

HOW MUCH TEACHER TIME DOES IT TAKE TO ADMINISTER THE DIAGNOSTIC MEASURES?**

Number of Hours	Number of Teachers	Percent
1-5 Hours	40	50%
6-10 Hours	17	21%
11-25 Hours	17	21%
Not Applicable	6	8%

*Formal coordination occurred if the classroom teacher and the supplementary teacher met on a regular basis to discuss their instructional activities.

**Based on teacher estimates.

SHOULD BASAL TESTING BE A DISTRICT REQUIREMENT?*

- 70% of the teachers felt basal testing should be required.
- 30% of the teachers felt basal testing should not be required.

IF ADOPTED AS A REQUIREMENT, SHOULD END-OF-UNIT OR END-OF-BOOK TESTING BE REQUIRED?*

- 35% of the teachers preferred end-of-unit testing.
- 65% of the teachers preferred end-of-book testing.

A more detailed presentation of the teacher interview results can be found in Appendix A of the Reading Curriculum Final Technical Report, Publication Number 80.34.

*Kindergarten teachers were not asked this question.

SUMMARY
CUMULATIVE FOLDER CHECK, GRADE 3

WHAT WAS THE PURPOSE OF THIS STUDY?

- To determine what reading information was available to teachers on their entering third-grade students.
- To learn more about the way in which reading instruction is provided in AISD.

WHO WAS INCLUDED IN THE SAMPLE?

The folders of 276 third-grade students were examined. *All the students had been in AISD schools continuously during grades K-3.* Students who had transferred within the District were included in the sample, and special education students were excluded. Folders were examined at a total of nine Title I and non-Title I schools.

WHAT CONCLUSIONS CAN BE DRAWN ON THE BASIS OF THE CUMULATIVE FOLDER DATA?

Some information on the reading card is being recorded in a thorough and conscientious manner. Other types of information are not being recorded as completely or accurately as possible.. When a reading card is not filled out correctly, it usually requires extra teacher time to decipher what previous reading instruction a student has received..

The results of the folder check do not indicate a new reading card should be developed. Instead, the data seem to suggest the instructions on the reading card are not as comprehensive as they could be, and a set of new instructions are needed that re-emphasize previous instructions and clear up some ambiguities.

WHAT TYPES OF THINGS SHOULD BE INCLUDED IN THE DIRECTIONS?

1. *All dates recorded in the cumulative folder should show the month and year.*

No instructions for recording dates are written in the folder. As a result, some teachers fail to include the year along with the day and month. It is essential to know the year in which an activity took place, especially when a child has been retained or is reading above or below grade level.

2. *All kindergarten teachers should circle the oral language system used. Other oral language systems should be written in if necessary.*

The oral language system used in kindergarten was not circled in 88% of the folders examined. Either teachers are overlooking this item, or do not know to write in other series if necessary.

3. *In making a basal entry, a teacher is responsible for indicating the grade level and the entry and exit dates.*

Grade level is the information most likely to be omitted from a basal entry on the reading card. At least 15% of the folders did not have a grade level recorded on most of the basal entries. Grade level information is particularly important if a student has been retained or is reading above or below grade level.

The data most likely to be recorded on a reading card are the entry and exit dates for the basals used during instruction. In 8-10% of the folders, however, most of the entry and exit dates did not give the year.

4. *Use of the assessment column needs to be clearly defined.*

Of the folders reviewed, 48% had some type of information recorded in the assessment column. Instructions for use of this column are not written on the folder, and this omission may be causing its irregular use.

5. *All teachers should record any supplementary texts used during the year. It could be shown when a supplementary text was used by writing the date next to the text. Next to SRA, it would be helpful to indicate the date and kit, and next to Barnell-Loft, it would be helpful to indicate the date and level.*

Many teachers are not using the supplementary text lists. Of the folders reviewed, 38% had no supplementary texts checked in the pre-primer column, 41% had no checks in the primer column, 49% had no checks in the first-year column, 52% had no checks in the second-year column, and 87% had no checks in the third-year column (as of January, 1981). These findings indicate:

- The teachers aren't marking or adding the supplementary texts they use, or
- The teachers are not using supplementary texts.

Writing the date a supplementary text is used seems advisable, in that the supplementary texts used do not always correspond with the grade level of the child.

6. *All the information on the front of the cumulative folder should be completed in full by the time a student transfers schools, or completes a school year. This includes the columns labeled date of entry, school, and (if applicable), date of withdrawal, reason for withdrawal, and destination.*

The findings revealed the cover page is the most neglected part of the cumulative folder. Annual entries are not always made, and many entries that are made are incomplete. Approximately 33% of the folders did not have an entry date or a school listed for each year the child had been in the District. Roughly 49% of the students who transferred within the District did

not have a withdrawal date, a withdrawal reason, or a destination school for each time they changed schools. Since the instructions for the cover page seem clear, incomplete records are probably due to a lack of effort, and/or a feeling the cover information is not very important.

WOULD TEACHERS LIKE TO SEE ANY OTHER TYPES OF READING INFORMATION INCLUDED IN THE CUMULATIVE FOLDER?

Yes. Interviews were conducted with 80 K-3 teachers as a part of the Reading Curriculum Study. Data from the interviews revealed:

- Teachers are interested in the development of a brief one-page skills checklist for each grade level, grades K-3. The checklists could indicate mastery of basic reading skills, and would not have to be linked to a specific basal or oral language series. It was suggested the development of each checklist be a joint teacher/instructional coordinator effort, and that emphasis be placed upon keeping it short and easy to complete.

- Teachers would like to have a space provided on the checklist (or elsewhere) to list the last page a child completed in a basal, and to recommend an instructional level for the child in the coming year.

WHAT NEW INFORMATION DID THE FOLDER CHECK REVEAL?

- A total of 59 students (21.4%) received all their instruction in one basal series, 166 (60.1%) received instruction in two basal series, 49 (17.8%) received instruction in three basal series, and 2 (.7%) received instruction in four basal series.

- A total of 146 students (52.9%) had never changed from one basal series to another basal series during a school year. However, 107 students (38.8%) had changed basal series during one school year. Twenty-three students (8.3%) had changed basal series in each of two school years.

A more detailed presentation of the cumulative folder check can be found in Appendix B of the Reading Curriculum Study Final Technical Report, Publication Number 80.34.

Reading Curriculum Study: Grades K-3

Appendix A

TEACHER INTERVIEW

80.34 Instrument Description: Teacher Interview

Brief description of the instrument:

The teacher interview instrument consisted of 31 questions. The teachers were asked to identify the sources of information they took into consideration when planning reading instruction, and to evaluate the usefulness of the planning materials provided by District personnel. The following questions were open-ended: 1-5, 15-19, 21, 24, and 26. Common responses were identified during the pilot study and were written below the open-ended questions to facilitate the recording of information by the interviewer. Responses not provided on the interview form were written in by hand. The following were closed questions: 6-14, 20, 22-23, 25, 27-31.

To whom was the instrument administered?

A total of 80 K-3 teachers were interviewed involving 20 teachers at each grade level. One or two teachers were interviewed at each of 58 AISD elementary campuses.

How many times was the instrument administered?

Once to each teacher.

When was the instrument administered?

January through March, 1981.

Where was the instrument administered?

In a quiet classroom or school library.

Who administered the instrument?

The District Priorities evaluation staff.

What training did the administrators have?

The Evaluator for the Reading Curriculum Study piloted a draft interview instrument with three teachers prior to data collection. Following the pilot study, the instrument was revised to decrease the length of the interview and to clarify some of the questions. All the staff members who conducted the interviews participated in a short training session before the interviews began. Additional issues were clarified as the need arose.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

The validity of the data obtained for one item (#5) was questionable, and the item was not included in the data analysis.

Who developed the instrument?

The Evaluator for the Reading Curriculum Study.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

TEACHER INTERVIEW

Purpose

A teacher interview was conducted in the winter of 1981 in order to obtain information relevant to the following decision and evaluation questions:

Decision Question 1: Should there be changes in the general approach to reading in the District?

Evaluation Question D1-2: How are decisions made at the campus level with regard to the following:

a) Placement of students in basals/reading groups
b) Sequence of instruction
c) Movement of students from one reading group to another
d) Allocation of class time to different reading activities

Evaluation Question D1-3: How are decisions made about supplementary instruction (Title I, SCE, Migrant, etc.) in the following areas:

a) Who decides what the supplementary teachers will teach?
b) Who keeps records of student progress?
c) Who gives grades to students?
d) Who reports to parents?

Decision Question 2: Should there be changes in the materials central office administration gives to teachers to use in planning reading instruction?

Evaluation Question D2-1: To what extent are AISD teachers aware of the materials central office administration provides for use in planning reading instruction?

Evaluation Question D2-2: Which of these materials are perceived as the most valuable? Why?

Evaluation Question D2-3: Are any of the materials perceived as expendable? Why?

Evaluation Question D2-4: What general steps can be taken to insure the usefulness of such materials?

Decision Question 3: Should there be changes in the record-keeping requirements and procedures related to reading?

Evaluation Question D3-2: How many teachers look at the reading information in their students' cumulative folders?

Evaluation Question D3-3: How many teachers use the reading information in cumulative folders for placement purposes?

Evaluation Question D3-4: How many teachers administer informal reading inventories or other diagnostic measures to their students at the beginning of the school year?

Evaluation Question D3-5: How much teacher time is involved in the administration of diagnostic measures?

Evaluation Question D3-6: How many teachers would like to have basal test information on their entering students?

Evaluation Question D3-7: How many teachers feel basal testing should be a District requirement?

Evaluation Question D3-8: If adopted as a requirement, which would be most practical, end-of-unit or end-of-book basal testing?

Procedure

In November 1980, a memo (Attachment A-1) was sent to the AISD elementary principals to inform them of the Reading Curriculum Study. The memo notified the principals that one or two K-3 teachers would be interviewed at each school. Attachment A-2 shows the distribution of the teacher interviews in the schools.

After considering input from the Director of Elementary Education, the elementary instructional coordinators, and the Department of Developmental Programs staff, the Evaluator for the Reading Curriculum Study designed a draft interview instrument. The draft interview instrument was piloted with three teachers January 8-11, 1981. Following the pilot study, the instrument was revised to decrease the length of the interview and to clarify some of the questions. Attachment A-3 is the final interview instrument.

The interviews were conducted by four members of the District Priorities evaluation staff. All the interviewers participated in a short training session before the interviews began. Additional procedural issues were clarified as the need arose.

The teachers to be interviewed were selected at random from the school lists published in the 1980-81 AISD Directory, and assigned to one of the four interviewers. The interviewers were responsible for scheduling the interview appointments. They contacted the teachers and arranged meeting times that did not interfere with classroom instruction. When an appointment was made relatively far in advance of the actual interview, a confirmation memo (Attachment A-4) was sent to the teacher.

Data from the interviews were transferred to coding forms and keypunched and verified at the Southwest Educational Development Laboratory. The data are available at U. T. on PFB567, 0208, INTDAT1, and INTDAT2. Attachment A-5 shows the format for INTDAT1 and Attachment A-6 shows the format for INTDAT2.

The SPSS program FREQUENCIES was used to tally the data. The control files are available at U. T. on PFB567, 0208, INTCON1 and INTCON2.

Results

The results will be presented according to the questions on the interview form.

How do you make decisions about the placement of your students in basals or reading/oral language groups? (Evaluation Question D1-1)

The responses to this question are shown in Figure A-1. Examination of the data reveals the most common sources of information used to place students in basals or reading/oral language groups are teacher observation and formal/informal reading or oral language inventories (each used by 60% of the teachers). Less than one-half of the teachers took into consideration such things as reading information in the cumulative folder (43%), teacher-made tests (40%), and District test scores (24%). A total of 28 of the 60 first, second, and third-grade teachers said they consider the recommendation of the previous teacher when placing students in basals or reading/oral language groups. However, it is not known how many teachers had such recommendations available to them.

How many kindergarten teachers group their students (by ability level) for oral language instruction?

Of the teachers interviewed, 15 kindergarten teachers grouped their students and five did not.

How do you make decisions about which reading skills will be taught during the year?

The responses to this question are displayed in Figure A-2. The most common sources of information used by teachers to identify the skills to be taught were the teacher guide for the reading or oral language series (used by 90% of the teachers), and teacher observation (61%). No other sources of information were mentioned by a majority of the teachers. Only 23% of the teachers indicated they use the Essential Competencies in deciding what skills to teach during reading instruction.

How do you make decisions about the sequence of instructional activities? (Evaluation Question D1-2)

The responses to this question are shown in Figure A-3. The most common source of information used to sequence instruction was the teacher guide for the reading or oral language series (used by 85% of the teachers). Teacher observation was used by 53% of the teachers. No other sources of information were used by a majority of the teachers.

How do you decide if a student should be moved from one reading group to another? (Evaluation Question D1-2)

Figure A-4 shows the responses to this question. The most common sources of information considered when deciding to move students are teacher observation (used by 85% of the teachers), and the student's performance in the basal or oral language series (64%). No other sources of information were used by a majority of the teachers.

How do you decide how much time to spend in basal instruction, skills development, and application activities? (Evaluation Question D1-2)

The results to this question are not reported in this appendix, insomuch as most of the teachers did not seem to understand the question, and the validity of their responses was questionable.

Do any of your students receive supplementary instruction from a Title I teacher, SCE teacher, migrant teacher, bilingual teacher, or special education teacher?

A total of 59 teachers (74%) responded "yes" to this question and 21 (26%) responded "no." Of the teachers interviewed, 29 had students who received Title I teacher instruction, seven had students who received migrant teacher instruction, 11 had students who received bilingual teacher instruction, 31 had students who received special education teacher instruction, and six had students who received instruction from an SCE teacher.

The results for all the supplementary teachers combined are reported in the following paragraphs. Viewed collectively, the data suggest a coordination problem may exist, in that a good portion of the classroom and supplementary teachers are not planning or executing their instructional activities on a joint basis.

Who decides what the supplementary teachers will teach? (Evaluation Question D1-3)

Classroom Teacher	Supplementary Teacher	Both
5 (6%)	33 (39%)	46 (55%)

Is your reading instruction formally coordinated with the instruction provided by the supplementary teacher?

Yes	No
44 (52%)	40 (48%)

Who keeps the cumulative records for the students?

Classroom Teacher	Supplementary Teacher
83 (99%)	1 (1%)

Who gives grades to the students?

Classroom Teacher	Supplementary Teacher	Both
46 (55%)	11 (13%)	27 (32%)

Who reports to parents? (During parent conferences)

Classroom Teacher	Supplementary Teacher	Both
46 (55%)	0 (0%)	38 (45%)

Figures A-5 through A-9 report the results by project. In view of the small sample sizes, however, the findings should be considered only suggestive.

The AISD central office administration distributes a number of materials to assist you in planning reading instruction. Which of these materials are you acquainted with, and which do you use in planning reading instruction for your students? (Evaluation Question D2-1)

The responses to this question are reported in Figure A-10. Examination of the data reveals the most frequently used resource is the teacher guide (used by 96% of the teachers) followed by the Essential Competencies (81%), and the reading level/supplementary text information in the cumulative folder (77%). The materials that were least known were also used the least. These included the alpha listing of scores, the rank order of scores, and the School Summary of Skills.

Which of these materials are perceived as the most valuable in planning reading instruction? (Evaluation Question D2-2)

The responses to this question are reported in Figure A-11. The data in Figure A-11 are consistent with the data in Figure A-10, in that the sources of information used the most are also perceived as the most valuable, and the sources of information known the least are perceived as the least valuable.

Figure A-11 also indicates there is more agreement on the value of the teacher guide in planning instruction than on any other resource. A total of 81% of the teachers in the sample indicated the teacher guide was valuable, while 56% of the teachers felt the Essential Competencies were valuable, and 47% of the teachers felt the reading level/supplementary text information in the cumulative folder was valuable. No other sources of information were considered valuable by a majority of the teachers.

Why are these materials valuable? (Evaluation Question D2-2)

Teachers feel the teacher guide is helpful in that:

- it is clear and gives step-by-step directions for instruction;
- it identifies and sequences the essential skills; and
- it suggests activities and optional reading selections.

Teachers feel the Essential Competencies are helpful because they identify the objectives to be learned.

Teachers feel the reading level/supplementary text information in the cumulative folder is helpful because it:

- gives a history of the student's basal instruction;
- helps the teacher know where to begin instruction; and
- assists the teacher in grouping students.

Are any of the materials perceived as expendable? (Evaluation Question D2-3

The responses to this question are reported in Figure A-12. The data reveal none of the materials are felt to be expendable by a majority of the teachers. Those resources felt to be the most expendable are those that are the least well known by the teachers (alpha listing, rank order, school summary), as well as the Individual Skill Analysis (perceived expendable by 25% of the teachers), and the Management Strategies (perceived expendable by 21% of the teachers).

Why are these materials perceived as expendable? Evaluation Question D2-3)

Teachers feel the alpha listing, rank order listing, and School Summary are expendable because they:

- contain information already available in another form;
- do not know how to use the information to plan instruction;
- did not know these sources of information existed;
- do not feel the information is helpful for planning at the classroom level.

Teachers feel the Individual Skill Analysis is expendable because the teachers:

- don't feel test scores are really valid;
- don't like to wade through all the information on the Individual Skill Analysis; and
- feel the Individual Skill Analysis is only useful for students with reading problems; and
- don't know how to use the information to plan instruction.

Teachers feel the Management Strategies are expendable because they:

- provide information that can be obtained elsewhere; and
- contain too much information.

Are there any additional materials or types of information that you would like to have for planning reading instruction?

A total of 53 (66%) of the teachers desired more planning information, while 27 (34%) did not. The materials desired are listed in Attachment A-7 by grade level.

What steps do you think can be taken by District administrators to make sure the planning materials they give you are useful? (Evaluation Question D2-4)

The responses to this question are provided in Figure A-13. The most frequent responses were:

- Survey teachers to find out what they need, then use the information to decide what to develop and how to design the materials (response given by 65% of the teachers)
- Pilot curriculum materials before placing them in final form and disseminating them Districtwide (response given by 44% of the teachers).

Is it hard for teachers to keep cumulative folders up-to-date?

A total of 26 teachers (33%) stated it was difficult for teachers to keep cumulative folders up-to-date, while 54 teachers (68%) said it was not difficult.

What kinds of problems do teachers have in maintaining cumulative folders?

The responses to this question are provided in Figure A-14. Lack of time was the most frequent answer.

Have you looked at the reading information in the cumulative folders of your students this year? (Evaluation Question D3-2)

A total of 56 teachers (93%) had reviewed the cumulative folders of their students, and 4 teachers (7%) had not reviewed the folders. This question was not considered applicable for kindergarten teachers.

Did you use the information in the cumulative folders to diagnose the reading needs of your students? (Evaluation Question D3-3)

A total of 46 teachers (77%) responded "yes" to this question and 14 teachers (23%) responded "no." This question was not asked of the kindergarten teachers.

What information in the cumulative folders was the most helpful in diagnosing student needs?

The responses to this question are shown in Figure A-15. Examination of the figure reveals the basal reading level information was used by more teachers than any other type of information in the cumulative folder. No other type of information in the cumulative folder was used by a majority of the teachers. This question was not asked of the kindergarten teachers.

Would you like to see any changes in the reading information that is kept in the cumulative folders?

A total of 39 teachers (49%) responded "yes" to this question, and 41 teachers (51%) responded "no."

What changes in the cumulative folder would you like to see?

The responses to this question are shown in Attachment A-8. The changes requested the most frequently were:

- a brief checklist showing mastery of skills that could be passed on to the next teacher; and
- a space in which teacher recommendations could be recorded.

Do you administer informal reading inventories or other diagnostic measures to your students at the beginning of the school year? (Evaluation Question D3-4)

A total of 48 teachers (60%) stated they administered diagnostic measures to all their students at the beginning of the school year. A total of 28 teachers (35%) said they administered diagnostic measures to some of their students, and four teachers (5%) said they did not administer diagnostic measures to their students.

How much teacher time is involved in the administration of diagnostic reading measures at the beginning of the school year? (Evaluation Question D3-5)

Number of Hours	Number of Teachers	Percent
1 - 5 hours	40	50%
6 - 10 hours	17	21%
11 - 25 hours	17	21%
Not Applicable*	6	8%

*Includes teachers who took less than one hour to administer the diagnostic instrument.

Would you like to have basal test information on your entering students? (Evaluation Question D3-6)

A total of 34 teachers (85%) said they would like to have basal test information on their entering students, and six teachers (15%) said they would not be interested in receiving basal test information. This question was not asked of the kindergarten and first-grade teachers.

Should basal testing be a District requirement? (Evaluation Question D3-7)

A total of 42 teachers (70%) responded "yes" to this question, and 18 teachers (30%) responded "no." The 20 kindergarten teachers were not asked this question.

If adopted as a requirement, which would be more practical, end-of-unit or end-of-book basal testing? (Evaluation Question D3-8)

A total of 21 teachers (35%) felt end-of-unit basal testing would be appropriate, while 39 teachers (65%) felt end-of-book testing would be appropriate. The 20 kindergarten teachers were not asked this question.

> The information in this appendix was summarized to facilitate presentation to District personnel. This summary is provided in the preface of this Final Technical Report.

Source of Information	No. of Teachers Using Source	Not Applicable	Percent
Teacher Observation	48	0	60%
Reading information in cumulative folder (reading level and/or supplementary text list)	26	20	43%*
Seat Work	16	0	20%
District test scores in cumulative folders	19	0	24%
Basal test scores in cumulative folders	6	20	**
Teacher-made tests, oral or written	32	0	40%
Formal/informal reading or oral language inventories	48	0	60%
Recommendation from previous teacher	28	**	**

*Percentage excludes "not applicable" responses

**It is not certain how many teachers had this information available to them.

Figure A-1. HOW DO TEACHERS MAKE DECISIONS ABOUT THE PLACEMENT OF STUDENTS IN BASALS OR READING/ORAL LANGUAGE GROUPS?

Source of Information	No. of Teachers Using Source	Not Applicable	Percent
Teacher Guide	72	0	90%
Teacher Observation	49	0	61%
Seat Work	12	0	15%
Planning with Other Teachers	8	0	10%
Essential Competencies	18	0	23%
District Test Scores	3	0	4%
LOMS	6	*	*

*It is not known how many of the teachers interviewed used LOMS.

Figure A-2. HOW DO TEACHERS MAKE DECISIONS ABOUT WHICH READING SKILLS WILL BE TAUGHT DURING THE YEAR?

Source of Information	No. of Teachers Using Source	Not Applicable	Percent
Teacher Guide	68	0	85%
Teacher Observation	42	0	53%
Seat Work	11	0	14%
Planning with Other Teachers	6	0	8%
LOMS	6	*	*

*It is not known how many of the teachers interviewed used the LOMS materials.

Figure A-3. HOW DO TEACHERS MAKE DECISIONS ABOUT THE SEQUENCE OF INSTRUCTIONAL ACTIVITIES?

80.34

Source of Information	No. of Teachers Using Source	Not Applicable	Percent
Performance in basal or oral language series.	47	7	64%*
Teacher observation	62	7	85%*
Seat work	35	7	48%*
Basal tests	17	20	28%*
Teacher-made test, oral or written	7	7	10%*
Student-teacher conference	1	7	1%*
Listening skills	11	7	15%*
Informal reading inventory	5	20	8%*

*Excludes "not applicable" responses.

Figure A-4. HOW DO TEACHERS DECIDE IF A STUDENT SHOULD CHANGE READING GROUPS?

	Classroom Teacher	Title I Teacher	Both	Yes	No
Who decides what the Title I teacher will teach?	3	9	17	-	-
Is your reading instruction formally coordinated with the instruction provided by the Title I teacher?	-	-	-	15	14
Who keeps the cumulative records for the students?	29	0	0	-	-
Who gives grades to the students?	22	0	7	-	-
Who reports to parents?	20	0	9	-	-

N = 29

Figure A-5. COORDINATION BETWEEN CLASSROOM AND TITLE I TEACHERS.

	Classroom Teacher	Migrant Teacher	Both	Yes	No
Who decides what the migrant teacher will teach?	0	2	5	-	-
Is your reading instruction formally coordinated with the instruction provided by the migrant teacher?	-	-	-	4	3
Who keeps the cumulative records for the students?	7	0	0	-	-
Who gives grades to the students?	4	1	2	-	-
Who reports to parents?	4	0	3	-	-

N = 7

Figure A-6. COORDINATION BETWEEN CLASSROOM AND MIGRANT TEACHERS.

	Classroom Teacher	Bilingual Teacher	Both	Yes	No
Who decides what the bilingual teacher will teach?	1	7	3	-	-
Is your reading instruction formally coordinated with the instruction provided by the bilingual teacher?	-	-	-	5	6
Who keeps the cumulative records for the students?	11	0	0	-	-
Who gives grades to the students?	4	4	3	-	-
Who reports to parents?	6	0	5	-	-

N = 11

Figure A-7. COORDINATION BETWEEN CLASSROOM AND BILINGUAL TEACHERS.

	Classroom Teacher	Special Education Teacher	Both	Yes	No
Who decides what the special education teacher will teach?	1	12	18	-	-
Is your reading instruction formally coordinated with the instruction provided by the special education teacher?	-	-	-	17	14
Who keeps the cumulative records for the students?	30	1	0	-	-
Who gives grades to the students?	15	4	12	-	-
Who reports to parents?	11	0	20	-	-

N = 31

Figure A-8. COORDINATION BETWEEN CLASSROOM AND SPECIAL EDUCATION TEACHERS.

	Classroom Teacher	SCE Teacher	Both	Yes	No
Who decides what the SCE teacher will teach?	0	3	3	-	-
Is your reading instruction formally coordinated with the instruction provided by the SCE teacher?	-	-	-	3	3
Who keeps the cumulative records for the students?	6	0	0	-	-
Who gives grades to the students?	1	2	3	-	-
Who reports to parents?	5	0	1	-	-

N = 6

Figure A-9. COORDINATION BETWEEN CLASSROOM AND SCE TEACHERS.

DO NOT KNOW	KNOW ONLY	KNOW & USE	NOT APPLICABLE	MATERIAL
2 (3%)	13 (16%)	65 (81%)	0	Essential Competencies
5 (6%)	40 (50%)	35 (44%)	0	Management Strategies for Reading Instruction
0	14 (23%)	46 (77%)	*	Reading Level and Supplementary Text Information in Cumulative Folder
0	3 (4%)	77 (96%)	0	Teacher Guide for Basal/Oral Language Series/Supplementary Texts
0	32 (40%)	48 (60%)	0	District Test Scores on Labels in Cumulative Folders
1 (3%)	24 (60%)	15 (38%)	**	ITBS Individual Skill Analyses
19 (32%)	33 (55%)	8 (13%)	*	Alpha Listing of Scores by Grade
24 (40%)	31 (52%)	5 (8%)	*	Rank Order Listing of Scores by Grade
41 (51%)	32 (40%)	7 (9%)	0	School Summary Skills Analysis

*All kindergarten teachers. **All kindergarten and first-grade teachers.

Figure A-10. WHICH OF THE MATERIALS DISTRIBUTED BY AISD ARE YOU ACQUAINTED WITH, AND WHICH DO YOU USE IN PLANNING READING INSTRUCTION?

MOST VALUABLE	NOT THE MOST VALUABLE	N/A	MATERIAL
45 (56%)	35 (44%)	0	Essential Competencies
15 (19%)	65 (81%)	0	Management Strategies for Reading Instruction
28 (47%)	32 (53%)	*	Reading Level and Supplementary Text Information in Cumulative Folder
65 (81%)	15 (19%)	0	Teacher Guide for Basal/Oral Language Series/Supplementary Texts
19 (24%)	61 (76%)	0	District Test Scores on Labels in Cumulative Folders
6 (15%)	34 (85%)	**	ITBS Individual Skill Analyses
1 (2%)	59 (98%)	*	Alpha Listing of Scores by Grade
1 (2%)	59 (98%)	*	Rank Order Listing of Scores by Grade
3 (4%)	77 (96%)	0	School Summary Skills Analysis

*All kindergarten teachers. **All kindergarten and first-grade teachers.

Figure A-11. WHICH MATERIALS ARE OF MOST VALUE TO YOU IN PLANNING READING INSTRUCTION?

YES	NO	N/A	MATERIAL
7 (9%)	73 (91%)	0	Essential Competencies
17 (21%)	63 (79%)	0	Management Strategies for Reading Instruction
1 (2%)	59 (98%)	*	Reading Level and Supplementary Text Information in Cumulative Folder
1 (1%)	79 (99%)	0	Teacher Guide for Basal/Oral Language Series/Supplementary Texts
7 (9%)	73 (91%)	0	District Test Scores on Labels in Cumulative Folders
10 (25%)	30 (75%)	**	ITBS Individual Skill Analyses
17 (28%)	43 (72%)	*	Alpha Listing of Scores by Grade
15 (25%)	45 (75%)	*	Rank Order Listing of Scores by Grade
13 (16%)	67 (84%)	0	School Summary Skills Analysis

*All kindergarten teachers. **All kindergarten and first-grade teachers.

Figure A-12. ARE ANY OF THESE MATERIALS EXPENDABLE?

ACTION	FREQUENCY OF RESPONSE
Survey teachers to find out what they need, and then use the information to decide what to develop and how to design it.	55
Pilot curriculum materials before placing them in final form and disseminating them Districtwide.	37
Increase teacher input during the planning stages by interviewing teachers or having teachers participate in the development of curriculum guides.	5
Shorten publications. Lengthy publications are not read.	4
Conduct workshops on new materials before implementation occurs.	3
Have a workshop for new teachers and show them how to use District materials and complete District records.	1
Distribute materials early so they can be examined and reviewed at leisure.	1
Develop materials specifically for kindergarten teachers, rather than simply giving them general K-6 publications which address few kindergarten issues.	1

Figure A-13. WHAT STEPS CAN BE TAKEN BY DISTRICT ADMINISTRATORS TO ENSURE THE USEFULNESS OF PLANNING MATERIALS?

RESPONSE	FREQUENCY
Lack of time.	27
It is difficult to get all the information together to start the cumulative folders for kindergarten students or students new to AISD.	2
There are too many forms to complete.	1
The information in the folder may change.	1
I do not have easy access to the cumulative folders--they are kept in the vault.	1
There is too much picky information to fill out, like entry and exit dates.	1
The required materials change from campus to campus.	1
Forgetfulness.	1

Figure A-14. WHAT PROBLEMS DO TEACHERS HAVE IN MAINTAINING CUMULATIVE FOLDERS?

INFORMATION	PERCENT OF TEACHERS WHO FELT INFORMATION WAS THE MOST USEFUL
Reading Level	61%
Supplementary Texts	18%
District Test Scores	31%
Basal Test Scores*	25%

*Not all the teachers had access to basal test scores.

Figure A-15. WHAT INFORMATION IN THE CUMULATIVE FOLDERS WAS THE MOST HELPFUL IN DIAGNOSING STUDENT NEEDS?

80).34

Attachment A-1

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

November 12, 1980

TO: Principals in Schools with Grades K-3

FROM: Patsy Totusek

SUBJECT: Reading Curriculum Study

In recent years, AISD teachers, principals, and central office administrators have shown a growing interest in the development of a more coordinated reading/language arts curriculum. The Reading Curriculum Study was initiated in response to this interest.

As part of the Reading Curriculum Study, we plan to interview approximately 10-12% of the K-3 teachers. We also plan to survey the permanent record folders for a sample of students in grade three to determine what data are available to teachers in tracking the progress of students in reading.

The teacher interviews will be conducted from November 1980 to March 1981, and appointments for each interview will be made in advance. The teachers will be asked to describe their instructional practices, to assess the curriculum materials provided by the District, and to offer suggestions for improvement.

Permanent folders will be examined in a sample of the schools with students in grade three. We would like to select for the survey the folders of two teachers at each participating school whose classes include high, middle, and low ability students. Other than access to the folders, no teacher time will be required for this part of the study. You will be notified if your school will be involved in the permanent record review, and a schedule will be arranged at your convenience.

We would appreciate it if you would tell the teachers at your school about the study, and inform them they may be selected at random for a teacher interview.

Thank you for your assistance.

PT:mdy

Approved: Freda M Holley
Director, Research and Evaluation

Approved: Roberta Hartsook
Acting Director, Elementary Education

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Attachment A-2
(Page 1 of 4)

School	Kindergarten Teacher Interview	First-Grade Teacher Interview	Second-Grade Teacher Interview	Third-Grade Teacher Interview	Record Check 30 Students
Allan (1-3)		1	1		
Allison (K-3)*		1		1	
Andrews (K-6)			1		
Barrington (K, 4-6)	1				
Barton Hills (K-3)			1		X
Becker (K-6)*		1		1	
Blackshear (K, 4-6)*	1				
Brentwood (K-5)		1			
Brooke (K, 4-6)	1				
Brown (K-6)*		1	1		
Bryker Woods (K-3)*			1	1	
Campbell (K, 4-6)*	1				
Casis (K-3)*			1		X
Cook (K, 4-6)	1				
Cunningham (K, 4-6)	1				
Dawson (K-6)*		1		1	

*Title I school.

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Attachment A-2
(continued, page 2 of 4)

School	Kindergarten Teacher Interview	First-Grade Teacher Interview	Second-Grade Teacher Interview	Third-Grade Teacher Interview	Record Check 30 Students	
Doss (K-6)	1		1			
Govalle (K-3)*			1	1		
Graham (K, 4-6)	1					
Gullett (K, 4-6)	1					
Harris (K-6)*				1	X	
Highland Park (K-3)		1				
Hill (K-4)			1	1		
Houston (K-6)	1					
Joslin (K-6)			1			
Langford (K-6)		1		1		
Lee (K-6)		1		1		
Zavala (K, 4-6)*	1					
Zilker (K-6)*			1	1		
Linder (K-6)		1		1		
Maplewood (K-6)*		1	1			
Mathews (K-6)*			1	1		

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Attachment A-2
(continued, page 3 of 4)

School	Kindergarten Teacher Interview	First-Grade Teacher Interview	Second-Grade Teacher Interview	Third-Grade Teacher Interview	Record Check 30 Students	
Menchaca (K-6)	1				X	
Metz (K-3)*		1			X	
Norman (K-3)*				1		
Oak Hill (K-6)	1		1			
Oak Springs (K-3)*		1		1		
Odom (K-6)		1				
Ortega (K, 4-6)*	1					
Pease (K-6)			1			
Pecan Springs (K-3)			1			
Pillow (K-3)				1	X	
Pleasant Hill (K-6)		1				
Reilly (K-6)	1					
Ridgetop (K-6)*		1		1		
Rosedale (K, 4-6)*	1					
Rosewood (1-3)*			1	1		

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School	Kindergarten Teacher Interview	First-Grade Teacher Interview	Second-Grade Teacher Interview	Third-Grade Teacher Interview	Record Check 30 Students	
St. Elmo (K-6)	1					
Sanchez (K-3)*			1			
Sims (K-3)*			1		X	
Summitt (K-3)		1		1		
Sunset Valley (K-3)	1				X	
Travis Heights (K-6)			1	1		
Walnut Creek (K, 4-6)*	1					
Winn (K-4)		1			X	
Williams (K-6)		1		1		
Woolridge (K, 4-6)	1					
Wooten (K-3)		1			X	

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AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TEACHER INTERVIEW
DISTRICT PRIORITIES

DATE _____ SCHOOL _____

GRADE _____ INTERVIEWER _____

FIRST I'M GOING TO ASK YOU SOME QUESTIONS ABOUT HOW YOU MAKE SOME SPECIFIC TYPES OF DECISIONS.

1. HOW DO YOU MAKE DECISIONS ABOUT THE PLACEMENT OF YOUR STUDENTS IN BASALS OR READING GROUPS?

___TEACHER OBSERVATION

___SEAT WORK

___READING INFO IN CUMULATIVE FOLDER (LEVEL AND/OR SUPPLEMENTARY TEXTS)

___DISTRICT TEST SCORES IN CUM FOLDERS

___BASAL TEST SCORES IN CUM FOLDERS

___TEACHER-MADE TESTS

___INFORMAL READING INVENTORIES

___RECOMMENDATIONS FROM PREVIOUS TEACHER

___OTHER (DESCRIBE)

2. HOW DO YOU MAKE DECISIONS ABOUT WHICH READING SKILLS WILL BE TAUGHT DURING THE YEAR?

___COVERS SKILLS ADDRESSED IN BASAL OR LANGUAGE SERIES

___TEACHER OBSERVATION

___SEAT WORK

___FORMAL PLANNING WITH OTHER TEACHERS

___OTHER (DESCRIBE)

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3. HOW DO YOU MAKE DECISIONS ABOUT THE SEQUENCE OF INSTRUCTIONAL ACTIVITIES?

___FOLLOWS SEQUENCE IN BASAL OR LANGUAGE SERIES

___TEACHER OBSERVATION

___SEAT WORK

___FORMAL PLANNING WITH OTHER TEACHERS

4. HOW DO YOU DECIDE IF A STUDENT SHOULD BE MOVED FROM ONE READING GROUP TO ANOTHER?

___PERFORMANCE IN BASAL OR LANGUAGE SERIES

___TEACHER OBSERVATION

___SEAT WORK

___END-OF-BOOK TEST

___LISTENING SKILLS

5. HOW DO YOU DECIDE HOW MUCH TIME TO SPEND IN BASAL INSTRUCTION, SKILLS DEVELOPMENT AND APPLICATION?

___TEACHER OBSERVATION

___SEAT WORK

___OTHER (DESCRIBE)

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6. DO ANY OF YOUR STUDENTS RECEIVE SUPPLEMENTARY INSTRUCTION FROM A TITLE I TEACHER, MIGRANT TEACHER, BILINGUAL TEACHER, OR SPECIAL ED TEACHER?

_____YES _____NO

IF RESPONSE IS "NO" GO TO QUESTION # 13.

7. WHAT TYPE OF SUPPLEMENTARY SERVICES DO YOUR STUDENTS RECEIVE?

___TITLE I ___MIGRANT ___BILINGUAL ___SPECIAL EDUCATION

8. WHO DECIDES WHAT THE SUPPLEMENTARY TEACHERS WILL TEACH?

___CLASSROOM TEACHER ___SUPPLEMENTARY TEACHER

___CLASSROOM AND SUPPLEMENTARY TEACHER

9. IS YOUR READING INSTRUCTION FORMALLY COORDINATED WITH THE INSTRUCTION PROVIDED BY THE SUPPLEMENTARY TEACHER (S)?

___YES ___NO

10. WHO KEEPS RECORDS OF STUDENT PROGRESS?

___CLASSROOM TEACHER ___SUPPLEMENTARY TEACHER

11. WHO GIVES GRADES TO THE STUDENTS?

___CLASSROOM TEACHER ___SUPPLEMENTARY TEACHER ___CLASSROOM TEACHER IN CONSULTATION WITH SUP TEACHER

12. WHO REPORTS TO PARENTS?

___CLASSROOM TEACHER ___CLASSROOM AND SUPPLEMENTARY TEACHER

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I'M GOING TO NAME SOME MATERIALS NOW THAT HAVE BEEN DISTRIBUTED BY AISD. I'D LIKE YOU TO TELL ME IF YOU ARE ACQUAINTED WITH THESE MATERIALS AND IF YOU USE THEM IN PLANNING THE READING INSTRUCTION FOR YOUR STUDENTS.

13.

KNOW	USE	KNOW	USE
___	___ ESSENTIAL COMPETENCIES	___	___ DISTRICT TEST SCORES ON LABELS IN CUM FOLDERS
___	___ MANAGEMENT STRATEGIES FOR READING INSTRUCTION	___	___ INDIV SKILL ANALYSES IN CUM FOLDER (DISTRICT TEST PROFILE)
___	___ READING LEVEL AND SUPP TEXT INFO IN CUM FOLDER	___	___ ALPHA LISTING BY GRADE (SCORES)
___	___ TEACHER GUIDE FOR BASAL/ SUPPLEMENTARY TEXTS	___	___ RANK ORDER BY TEST SCORE BY GRADE
		___	___ SCHOOL SUMMARIES SKILLS ANALYSES

14. WHICH OF THESE MATERIALS DO YOU FEEL ARE THE MOST VALUABLE IN PLANNING READING INSTRUCTION?

___ESSENTIAL COMPETENCIES

___MANAGEMENT STRATEGIES

___READING LEVEL & SUPP TEXT INFO IN CUM FOLDER

___TEACHER GUIDE

___DISTRICT TEST SCORES ON LABELS

___INDIV SKILL ANALYSES

___ALPHA LISTING BY GRADE

___RANK ORDER

___SCHOOL SUMMARIES

15. WHY ARE THESE MATERIALS VALUABLE?

16. DO YOU FEEL ANY OF THE MATERIALS ARE EXPENDABLE?

17. WHY DO YOU FEEL THESE MATERIALS ARE EXPENDABLE?

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18. ARE THERE ANY ADDITIONAL MATERIALS OR PIECES OF INFORMATION THAT YOU WOULD LIKE TO HAVE FOR PLANNING READING INSTRUCTION?

19. WHAT STEPS DO YOU THINK CAN BE TAKEN BY DISTRICT ADMINISTRATORS TO MAKE SURE THE PLANNING MATERIALS THEY GIVE YOU ARE USEFUL?

___SURVEY TEACHERS TO FIND OUT WHAT THEY NEED

___PILOT CURRICULUM MATERIALS

NOW I'VE GOT SOME QUESTIONS FOR YOU ABOUT CUMULATIVE FOLDERS.

20. IS IT HARD FOR TEACHERS TO KEEP CUMULATIVE FOLDERS UP-TO-DATE?

___YES ___NO

21. WHAT KIND OF PROBLEMS DO THEY HAVE IN DOING SO?

22. HAVE YOU LOOKED AT THE READING INFORMATION IN THE CUMULATIVE FOLDERS OF YOUR STUDENTS THIS YEAR?

___YES ___NO

23. DID YOU USE THE INFORMATION TO DIAGNOSE THE READING NEEDS OF YOUR STUDENTS?

___YES ___NO

24. WHAT INFORMATION IN THE FOLDERS WAS THE MOST HELPFUL IN DIAGNOSING STUDENT NEEDS?

___READING LEVEL ___DISTRICT TEST SCORES ___BASAL TEST SCORES

___SUPP TEXTS

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25. WOULD YOU LIKE TO SEE ANY CHANGES IN THE READING INFORMATION THAT IS KEPT IN THE CUMULATIVE FOLDERS?

___YES ___NO

26. WHAT CHANGES WOULD YOU LIKE TO SEE?

OK, NOW I HAVE SOME MORE QUESTIONS FOR YOU ABOUT DIAGNOSING YOUR STUDENTS' READING SKILLS.

27. DO YOU ADMINISTER INFORMAL READING INVENTORIES OR OTHER DIAGNOSTIC MEASURES TO YOUR STUDENTS AT THE BEGINNING OF THE SCHOOL YEAR?

___YES, TO ALL STUDENTS ___YES, TO SOME STUDENTS ___NO

28. APPROXIMATELY NOW MUCH OF YOUR TIME DOES THIS TAKE? (IN HOURS)

29. WOULD YOU LIKE TO HAVE BASAL TEST INFORMATION ON YOUR ENTERING STUDENTS?

___YES ___NO

30. DO YOU THINK BASAL TESTING SHOULD BE A DISTRICT REQUIREMENT?

___YES ___NO

31. IF ADOPTED AS A REQUIREMENT, WHICH WOULD BE MOST PRACTICAL, END-OF-UNIT OR END-OF-BOOK BASAL TESTING?

___END-OF-UNIT ___END-OF-BOOK

80.34

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

TO:

FROM:

SUBJECT: Confirmation of Interview Appointment

Just a note to remind you that I will be at your school on _____
at _____ to interview you for the Reading Curriculum Study.

See you then!

PT:mdy
cc: Principal

APPROVED: Freda M Holley
Director, Research and Evaluation

APPROVED: Roberta Hartung
Acting Director, Elementary Education

FILE ID A / Q / N

CARD FILE LAYOUT

LOCATION:

AISD

UT PF B567 , 0208 , INTDAT1
acct. pass. file name

80.34

PROGRAM: District Priorities

YEAR: 1980-81

CONTENTS: Reading Curriculum Study: Teacher Interviews, Part I

Field	Columns	Description
	1 - 3	File ID: AQN
	4 - 5	Teacher Code
	6	Grade Level 0, 1, 2, 3
	7	PLCMNT1 Teacher Observation 1 = yes 2 = no 3 = N/A
	8	PLCMNT2 Seatwork 1 = yes 2 = no 3 = N/A
	9	PLCMNT3 Reading Level-Supp Text 1 = yes 2 = no 3 = N/A
	10	PLCMNT4 Dis Test Scores-Cum Folder 1 = yes 2 = no 3 = N/A
	11	PLCMNT5 Basal Test Scores-Cum Folder 1 = yes 2 = no 3 = N/A
	12	PLCMNT6 Teacher-made tests, oral or written 1 = yes 2 = no 3 = N/A
	13	PLCMNT7 For-Inf reading, oral lang inventories 1 = yes 2 = no 3 = N/A
	14	PLCMNT 8 Recs from previous teacher 1 = yes 2 = no 3 = N/A
	15	PLCMNT 9 Kindergarten Grouping 1 = yes 2 = no 3 = N/A

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Attachment A-5
(Page 1 of 5)

FILE ID A / Q / N

CARD FILE LAYOUT

LOCATION:

PROGRAM:

___AISD_____

YEAR:

___UT PF____,____,_____
acct. pass. file name

CONTENTS:

Field	Columns	Description
	18	IDENSK1 Basal/Lang Series 1 = yes 2 = no
	19	IDENSK2 Teacher Observation 1 = yes 2 = no
	20	IDENSK3 Seat Work 1 = yes 2 = no
	21	IDENSK4 Planning w/other teachers 1 = yes 2 = no
	22	IDENSK5 ESS Comp 1 = yes 2 = no
	23	IDENSK6 District Test Scores 1 = yes 2 = no
	24	IDENSK7 LOMS 1 = yes 2 = no
	27	SEQ1 Basal/Lang Series 1 = yes 2 = no
	28	SEQ2 Teacher Observation 1 = yes 2 = no
	29	SEQ3 Seat Work 1 = yes 2 = no
	30	SEQ4 Planning w/other teachers 1 = yes 2 = no
	31	SEQ5 LOMS 1 = yes 2 = no

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Attachment A-5
(continued, page 2 of 5)

FILE ID A / Q / N

CARD FILE LAYOUT

LOCATION:

PROGRAM:

___AISD_____

YEAR:

___UT PF____,____,_____
acct. pass. file name

80.34

CONTENTS:

Field	Columns	Description
	34	MOVE 1 Performance Basal-Lang Series 1 = yes 2 = no 3 = N/A
	35	MOVE2 Teacher Observation 1 = yes 2 = no 3= N/A
	36	MOVE3 Seat work 1 = yes 2 = no 3 = N/A
	37	MOVE4 Basal tests 1 = yes 2 = no 3 = N/A
	38	MOVE5 Teacher-made test, oral-written 1 = yes 2 = no 3 = N/A
	39	MOVE6 Student-teacher conference 1 = yes 2 = no 3 = N/A
	40	MOVE7 Listening skills 1 = yes 2 = no 3 = N/A
	41	MOVE8 Informal Reading Inventory 1 = yes 2 = no 3 = N/A
	42	MOVE9 Team Teachers Discuss 1 = yes 2 = no
	44	SUPPINS Supplementary Instruction? 1 = yes 2 = no
	45	Title I 1 = yes 2 = no
	46	TitlVar1 1 = classroom teacher 2 = sup teacher 3 = both
	47	TitlVar2 1 = yes 2 = no
	48	TitlVar3 1 = classroom teacher 2 = sup teacher 3 = both

48

47

A-35

Attachment A-5
(continued, page 3 of 5)

FILE ID A / Q / N

CARD FILE LAYOUT

LOCATION:

PROGRAM:

___AISD_____

YEAR:

___UT PF____,____,_____
acct. pass. file name

CONTENTS:

Field	Columns	Description
	49	TitIVar4 1 = classroom teacher 2 = sup teacher 3 = both
	50	TitIVar5 1 = " " 2 = " " 3 = "
	51	Migrant 1 = yes 2 = no
	52	MigVar1 1 = classroom teacher 2 = sup teacher 3 = both
	53	MigVar2 1 = yes 2 = no
	54	MigVar3 1 = classroom teacher 2 = sup teacher 3 = both
	55	MigVar4 1 = " " 2 = " " 3 = "
	56	MigVar5 1 = " " 2 = " " 3 = "
	57	Biling 1 = yes 2 = no
	58	BilVar1 1 = classroom teacher 2 = sup teacher 3 = both
	59	BilVar2 1 = yes 2 = no
	60	BilVar3 1 = classroom teacher 2 = sup teacher 3 = both
	61	BilVar4 1 = " " 2 = " " 3 = "
	62	BilVar5 1 = " " 2 = " " 3 = "

49

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Attachment A-5
(continued, page 4 of 5)

FILE ID A/ Q/ N

CARD FILE LAYOUT

LOCATION:

PROGRAM:

___AISD_____

YEAR:

___UT PF____,____,_____
acct. pass. file name

80.34

CONTENTS:

Field	Columns	Description
	63	SpecED 1 = yes 2 = no
	64	SEVAR1 1 = classroom teacher 2 = sup teacher 3 = both
	65	SEVAR2 1 = yes 2 = no
	66	SEVAR3 1 = classroom teacher 2 = sup teacher 3 = both
	67	SEVAR4 1 = " " 2 = " " 3 = "
	68	SEVAR5 1 = " " 2 = " " 3 = "
	69	SCE 1 = yes 2 = no
	70	SCEVAR1 1 = classroom teacher 2 = sup teacher 3 = both
	71	SCEVAR2 1 = yes 2 = no
	72	SCEVAR3 1 = classroom teacher 2 = sup teacher 3 = both
	73	SCEVAR4 1 = " " 2 = " " 3 = "
	74	SCEVAR5 1 = " " 2 = " " 3 = "

FILE ID A / Q / 0

CARD FILE LAYOUT

LOCATION:

PROGRAM: District Priorities

AISD

YEAR: 1980-81

UT PFB567 , 0208 , INTDAT2
acct. pass. file name

CONTENTS: Reading Curriculum Study: Teacher Interviews, Part II

Field	Columns	Description
	1 - 3	File ID
	4 - 5	Teacher Code
	6	Grade Level 0, 1, 2, 3
	7	MAT1 USE ESSEN COMP? 1 = DON'T KNOW 2 = KNOW 3 = KNOW AND USE 4 = N/A
	8	MAT2 USE MANAG STRAT? " " " "
	9	MAT3 USE READ LEV-SUPP TEXT INFO? " " " "
	10	MAT4 USE TEACHER GUIDE? " " " "
	11	MAT5 USE DISTRICT TEST LABELS " " " "
	12	MAT6 USE INDIV SKILL ANAL? " " " "
	13	MAT7 USE ALPHA LISTING? " " " "
	14	MAT8 USE RANK ORDER? " " " "
	15	MAT9 USE SCH SUMMARY? " " " "
	17	VALVAR1 ESSEN COMP VALUABLE? 1 = yes 2 = no 3 = N/A

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Attachment A-6
(Page 1 of 4)

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54

FILE ID A / Q / O

CARD FILE LAYOUT

LOCATION:

PROGRAM: _____

___AISD_____

YEAR: _____

___UT PF____,____,_____
acct. pass. file name

CONTENTS:

Field	Columns	Description				
	18	VALVAR2	MANAG STRAT VALUABLE?	1 = yes	2 = no	3 = N/A
	19	VALVAR3	READ LEV-SUPP TEXT INFO VALUABLE?	"	"	"
	20	VALVAR4	TEACHER GUIDE VALUABLE?	"	"	"
	21	VALVAR5	DISTRICT TEST LABELS VALUABLE?	"	"	"
	22	VALVAR6	INDIV SKILLS ANAL VALUABLE?	"	"	"
	23	VALVAR7	ALPHA LISTING VALUABLE?	"	"	"
	24	VALVAR8	RANK ORDER VALUABLE?	"	"	"
	25	VALVAR9	SCHOOL SUMMARY VALUABLE?	"	"	"
	27	EXPVAR1	ESSEN COMP EXPENDABLE?	1 = yes	2 = no	3 = N/A
	28	EXPVAR2	MANAG STRAT EXPENDABLE?	"	"	"
	29	EXPVAR3	READ-SUPP INFO EXPENDABLE?	"	"	"
	30	EXPVAR4	TEACHER GUIDE EXPENDABLE?	"	"	"
	31	EXPVAR5	DISTRICT TEST LABELS EXPENDABLE?	"	"	"

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Attachment A-6
(continued, page 2 of 4)

A-39

FILE ID ___/___/_____ CARD FILE LAYOUT LOCATION:

PROGRAM: _____ ___AISD_____

YEAR: _____ ___UT PF_____,_____,_____
acct. pass. file name

CONTENTS:

Field	Columns	Description				
	32	EXPVAR6	INDIV SKILLS ANAL EXPENDABLE?	1 = yes	2 = no	3 = N/A
	33	EXPVAR7	ALPHA LIST EXPENDABLE?	"	"	"
	34	EXPVAR8	RANK ORDER EXPENDABLE?	"	"	"
	35	EXPVAR9	SCHOOL SUMMARY EXPENDABLE?	"	"	"
	36	PLANINF	MORE PLANNING INFO NEEDED?	"	"	"
	37	MNTCUM	DIFFICULT TO MAINTAIN CUM?	"	"	"
	38	REVCUM	REVIEW CUM FOLDS OF STUDENTS THIS YEAR?	"	"	"
	39	USECUM	USECUM FOLD TO DIAGNOSE NEEDS?	"	"	"
	40	CUMVAR1	DIAGNOSE WITH READ-LEV INFO?	"	"	"
	41	CUMVAR2	DIAGNOSE WITH SUPP TEXT?	"	"	"
	42	CUMVAR3	DIAGNOSE WITH TEST LABELS?	"	"	"
	43	CUMVAR4	DIAGNOSE WITH BASAL SCORES?	"	"	"
	44	CUMVAR5	DIAGNOSE WITH FAM BACKGRND?	"	"	"
	45	CUMVAR6	DIAGNOSE WITH CHECKLTS?	"	"	"

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Attachment A-6
(continued, page 3 of 4)

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FILE ID A / Q / 0 CARD FILE LAYOUT LOCATION:

PROGRAM: ___AISD_____

YEAR: ___UT PF____,____,_____
acct. pass. file name

CONTENTS:

Field	Columns	Description		
	47	CHNGCUM	DESIRE CHANGE IN CUM FOLDER?	1 = yes 2 = no
	48	DIAG	GIVE DIAG MEASURE TO STUDENTS?	1 = yes, to all 2 = yes, to some 3 = no
	49	TIME	HOURS TO GIVE DIAG MEASURE?	1 = 1-5 hrs. 2 = 6-10 hrs.
				3 = 11-25 hrs. 4 = N/A
	50	LIKBAS	WANT BASAL INFO ON STUDENTS?	1 = yes 2 = no 3 = N/A
	51	BASREQ	SHOULD BASAL TEST BE REQUIRED?	" " "
	52	FREQBAS	FREQ OF REQ BASAL TESTING?	1 = end-of-unit 2 = end-of-book 3 = N/A

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Attachment A-6
(continued, page 4 of 4)

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WHAT ADDITIONAL MATERIALS OR INFORMATION WOULD YOU LIKE TO HAVE FOR PLANNING READING INSTRUCTION?

KINDERGARTEN

Materials for the Letter People Program, my children have really learned from watching these characters.

Lots of games for vocabulary development.

Tips on how to plan oral language instruction for low-income students.

Another test that covers more areas than the Boehm.

More materials to go with the guide. More manipulatives for reading.

A fall and spring testing, but not the same test both times. Bright students remember the test.

Some kids are readers when they enter. I would like a bibliography of easy pre-primers. It's very time consuming to try to locate these on my own in the library.

Sequencing of skills.

Ideas for exercises - practical ideas.

Like the math boxes - something on reading and language arts development.

More assistance with students who need more challenge. MacMillan doesn't reach all students - - not challenging enough for some.

Need to know if teacher expectations are same as essential competencies - teachers at next school expect more than is required in essential competencies.

FIRST GRADE

Would like to know if there are parental involvement materials available.

Suggestions for independent seat work in reading for 1st graders that do not require teacher supervision - does not include workbooks.

FIRST GRADE (con't)

SRA and other supplementary kits.

A checklist that indicates which sounds a child knows - recognizing colors, numerals, letter names, and letter sounds.

All the materials for the basals.

Dittos, cards, etc. for one or two teachers to share, not one set for seven teachers to share. Many supplies come out of teachers own pocket.

Less repetition of memos and handouts and better timing for distribution of materials.

Some supplemental material to what we already have.

New ideas to help us better our program.

Tapes on skills so the child can work by himself.

Recommendations from previous teacher on each child's reading level and notice of any special programs in which the child participated, this would cut down on having to go through each folder.

Enough workbooks and basals for the children.

The competency tests at the end of the basal.

The supplementary materials for individual work.

Charts that go with the basals.

SECOND GRADE

An extra workbook with skills on basics - a consumable one which has exercises building on each skill. The workbook should be organized by skills, have different levels of difficulty, and have several sheets by skill.

More supplementary materials for enrichment.

SRA - resources to use and tell at what level the students are performing.

Below level materials.

SECOND GRADE (cont'd)

Guidelines to all schools on what basals to put students in (generally) by ability level.

Materials that go with the basals.

Shortened districtwide checklist of skills that is not made up by one publisher, like the old Ladder of Skills.

Tests that test what the children are being taught.

Curriculum that is correlated with the achievement tests.

Pre-book assessment.

Mandatory end-of-book testing.

Tests that book manufacturers have for placing students in basals.

Kits for new basals.

More ideas for seat work. Share ideas across schools and grades. Teacher guides for all the teachers.

SRA kit for correct level - materials ordered this fall never arrived.

A skills checklist that is included in the cumulative folder.

Language Masters.

Cumulative folders on time at the beginning of the school year.

A fund that would allow us to buy dittos that go with the basals.

Charts and other supplementary materials that go with the basals.

THIRD GRADE

Ideas for extra learning center to reinforce skills.

Policy on use of workbooks needs to be clearly defined.

Need planning time to assess materials available - materials aren't a problem, time is.

THIRD GRADE (cont'd)

Language Masters

A more specific teacher guide as to the material and amount of material to be taught within a period of time.

List of the most important or best educational games to aid in teaching skills.

More supplementary readers.

A good diagnostic test with prescriptions for follow-up.

A skills ladder based on the competencies. Something that would be consistent regardless of the methodology or the teacher's teaching.

Money for comprehension sheet to match each story. This would save teacher review time and give more time for other planning.

Charts and vocabulary cards used in introducing the skills in basals. It is very time consuming to make your own.

Checklist to place in cumulative folders - teacher would complete for exiting students.

New set of masters every year or every other year and paper to run them on.

Worksheets that go with the different skills.

WHAT CHANGES IN THE CUMULATIVE FOLDER WOULD YOU LIKE TO SEE?

KINDERGARTEN

A more comprehensive way of reporting. For example, does the child know alphabets, numbers, sight words, beginning sounds, checklists of readiness skills and basic skills. (2)*

Written comments would be helpful. Any background information. (3)

Some type of end-of-the-year assessment or test. (2)

There should be a place to indicate if a child is already a reader. Space for comments would be best. (3)

Perhaps a skills checklist based on the teacher's experience would be helpful which would show what the child accomplished during kindergarten. (2)

Checklist of skill ability to send to next teacher. (1)

Description of behavior, coded 1-5, to send to next teacher so all behavior problems will not be in one class. (1)

*Indicates the number of times a response was given

FIRST GRADE

Would like to have basal test information in the folders. Put in the cover sheet displaying the scores. (1)

A note from previous teacher that says if there are any problems with the child. (1)

Add a card with more personal information. (1)

Deadline should be established for sending folders to a new school or any materials that the child needs. (1)

Would like to have an indication if the child has used a workbook with the oral language series. (1)

Some indication if the child is repeating a book. More space to write comments if the child is retained. (1)

FIRST GRADE (cont'd)

A checklist that lists what the child has learned. (2)

Teacher comments. (1)

Need more information on the actual basal reading of the child. (1)

More space in the forms is needed to write down dates and other pieces of information. (1)

Kindergarten information should be recorded, specifically the level of reading readiness. (1)

For transfer students, have the covers on the basal tests so that the teacher can know how the child scored in comprehension, word skill, vocabulary, etc. in the previous school. (1)

Recommendation from previous teacher as to what level the child is on. (1)

SECOND GRADE

What besides basal text did students learn? What dictionary skills and/or what reference skills could be covered in checklist? (3)

Stop putting basal tests (end-of-unit) in cumulative folders. (1)

Define what's to be done under "assessment" on reading card. (1)

Space for workbook. (1)

Reading test scores from each book. (2)

Would like level sheets back - skills. (1)

Include the entire, most recent basal test. (1)

List a score as a percent score because that gives you a quicker look as to the child's performance. (1)

A place for the teacher to recommend what level of reading the child should start at the following year. (1)

Put the Ladder of Skills back in. (1)

Teacher recommendations with regard to type of reading instruction student needs - mentioning any specific reading problems. (1)

THIRD GRADE (cont'd)

Bigger boxes on the forms to write in. (1)

Folders come cluttered with too many things - from sheets of basal tests, etc. Cards are enough. (1)

Wish standard procedures would be established. (1)

A skills ladder based on the competencies should be included in the folders. (1)

Last basal test in folder - likes to see student's actual work much more than just test scores. (1)

There is no consistency in basal testing from school to school. There doesn't seem to be enough of a breakdown on how the student did. Although the child completed the basal effectively, he could still have a problem area. We need more details on the child's ability. (1)

Checklist - would like levels of series - would like specific SRA kit noted. (1)

Would like a place to include other supplementary texts read that are not among those listed. (1)

Establish a basis of promotion in reading. (A set of guidelines to help teachers decide how to promote children in reading.) Tired of social promotion - promoting without child really being able to read. (1)

We need a revised list of what should be kept in the cumulative folder. Either throw away excess material or keep it somewhere else. (1)

Reading Curriculum Study: Grades K-3

Appendix B

CUMULATIVE FOLDER CHECK

80.34

Instrument Description: Cumulative Folder Check

Brief description of the instrument:

A standard form was used to record the following types of information: student name, ID, number of AISD schools attended, number of years in AISD schools, ethnicity, and current school. The form also provided space for the coder to indicate whether a kindergarten oral language system had been circled; if recent texts could be identified and the extent to which grade level, entry and exit dates, supplementary text, testing, and general entry and withdrawal information was complete.

To whom was the instrument administered?

The cumulative folders of 434 third-grade students at nine elementary schools were examined.

How many times was the instrument administered?

Each cumulative folder was examined once.

When was the instrument administered?

January 20 through February 13, 1981.

Where was the instrument administered?

At the elementary schools in a library, cafeteria, or empty classroom.

Who administered the instrument?

The District Priorities Evaluation Assistant.

What training did the administrators have?

The Evaluator and Evaluation Assistant conducted a pilot study at one elementary school prior to the data collection. Following the use of the draft instrument with approximately 40 cumulative folders, coding guidelines were established and changes in the coding instrument were made.

Was the instrument administered under standardized conditions?

Not applicable.

Were there problems with the instrument or the administration that might affect the validity of the data?

Not applicable.

Who developed the instrument?

The District Priorities Evaluator.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

A sixth-grade record survey was conducted in 1978 (Publication Number 78.45). Although a different grade level and different definitions were used in the 1978 study, some general comparisons can be made.

CUMULATIVE FOLDER CHECK

Purpose

A third-grade cumulative folder check was conducted in the winter of 1981 in order to obtain information relevant to the following decision and evaluation questions:

> Decision Question 3: Should there be changes in the record keeping requirements and procedures related to reading?
>
> > Evaluation Question D3-1: What reading status information is in the cumulative folders of students in grade three?

Procedure

In November 1980, a memo (Attachment B-1) was sent to AISD elementary principals to inform them of the Reading Curriculum Study. The memo notified the principals that some schools would be selected later in the year to participate in a third-grade cumulative folder check. In January 1981, 10 schools proportionately representative of the AISD Title I and non-Title I student populations were selected for participation in the study. The schools were Barton Hills, Casis, Harris, Menchaca, Metz, Pillow, Sims, Sunset Valley, Winn, and Wooten.

After studying the results of the 1978 sixth-grade record survey (Publication Number 78.45), a draft coding instrument was designed by the District Priorities Evaluator for the Reading Curriculum Study. The District Priorities Evaluator and Evaluation Assistant field-tested the instrument at Winn Elementary School on January 20, 1981. Following the use of the draft instrument with approximately 40 third-grade cumulative folders, coding guidelines were established and revisions in the instrument were made. Additional revisions were made in the instrument as the need arose during the data collection period. Attachment B-2 is a copy of the final coding instrument, and Attachment B-3 is a copy of the file layout. Attachment B-4 is a copy of the front cover of a cumulative folder and a copy of a cumulative folder reading card.

The District Priorities Evaluation Assistant scheduled and conducted the cumulative folder checks. The following procedures were used in arranging and performing the cumulative folder check at each school:

- Each principal received written notification (Attachment B-5) of inclusion in the study.
- The principal was contacted by telephone to arrange a date and time for the folder check.

- The Evaluation Assistant told the principal she would like to examine the folders of two third-grade classes composed of students with heterogeneous academic skills. The principal selected the classrooms and made arrangements for the Evaluation Assistant to review each of the student folders.

- The Evaluation Assistant reviewed the folders outside the classroom, in the school library, the cafeteria, or an empty room.

The data from the coding forms were keypunched and verified by the keypunch services at the Southwest Educational Development Laboratory. The data are available at U.T. on PFB567, 0208, CUMDATA.

The SPSS program FREQUENCIES was used to tally the data. The control files are available at U.T. on PFB567, 0208, CUMCON1, CUMCON2, CUMCON3, and CUMCON4. The data from the field-testing were not included in any of the analyses.

Results

Evaluation Question D3-1: What reading status information is in the cumulative folder of students in grade three?

The results are reported in terms of the categories on the coding form.

Number of Schools Attended in AISD

Number of AISD Schools Attended	Number of Students	Percent	Cumulative Percent
1	225	51.8	51.8
2	154	35.5	87.3
3	40	9.2	96.5
4 or more	15	3.5	100.0
TOTAL	434	100	100

Figure B-1. NUMBER OF AISD SCHOOLS ATTENDED BY THIRD-GRADE STUDENTS IN CUMULATIVE FOLDER CHECK.

Figure B-1 reveals slightly over half (51.8%) of the students in the sample have attended only one AISD school, and 35.5% have attended 2 AISD schools. The majority (87.3%) of the students in the sample, therefore, have attended 1-2 AISD schools.

Between 42 and 57 cumulative folders were reviewed at each school. Of the folders reviewed, 73 (16.8%) were those of Black students, 8 (1.8%) were those of Oriental students, 109 (25.1%) were those of Mexican American students and 201 (46.3%) were those of Anglo or Other students.

Grades Spent in AISD Schools

Grades/Other Designation	Number of Students	Percent
Special Education Student	3	.7
K-3	276	63.6
1-3	73	16.8
2-3	31	7.1
3	41	9.4
K, 2, 3	2	.5
K, 3	1	.2
1, 3	1	.2
Uncertain	6	1.5
TOTAL	434	100

Figure B-2. GRADES SPENT IN AISD SCHOOLS OR OTHER SPECIAL DESIGNATION.

Figure B-2 reveals 276 students in the sample have been in the Austin Independent School District continuously for grades K-3. The rest of the analyses in this appendix are based upon these 276 folders. Due to omissions in their cumulative folders, special education students and transfer students from outside the District were excluded from the data analysis.

How many cumulative folders indicated the oral language system used in kindergarten?

The oral language system used in kindergarten was circled in 33 (12%) of the cumulative folders. It was not circled in 243 (88%) of the cumulative folders.

How many cumulative folders had entries on the reading card each year the student was in school, grades 1-3?

A total of 253 (91.7%) of the folders had annual entries on the reading card, grades 1-3. Fourteen folders (5.1%) did not have annual entries, and it was uncertain whether annual entries had been made on 9 folders (3.3%).

Could the most recent basals used be identified?

The most recent basals used could be identified for 273 folders (98.9%), but could not be identified for 3 folders (1.1%).

Were the grade levels recorded next to each basal entry?

In 235 folders (85.1%), the grade level was indicated for more than half of the basal entries. In 37 folders (13.4%), the grade level was indicated for less than half of the basal entries. No grade level was indicated next to any basal entries in 4 folders (1.4%).

Were the entry dates recorded next to each basal entry?

In 273 folders (98.9%), the entry date was recorded for more than half of the basal entries. The entry date was recorded for less than half the basal entries in only 2 folders (.7%), and only 1 folder (.4%) had no entry dates.

Were the entry dates complete?

An entry date was considered complete if the month, date, and year were given, or the month and year were given. Of the folders reviewed 255 (92.4%) had complete entry dates on all the basal entries, 20 (7.2%) had some incomplete entry dates (only day and month given), and 1 (.4%) had no entry dates. Incomplete entry dates were considered inefficient in that the year a child studied in a given basal could not always be determined on the basis of other information in the folder.

Were the exit dates recorded next to each basal entry? (Excluding third-grade entries)

In 257 folders (93.1%), the exit date was recorded for more than half of the basal entries. In 11 folders (4.0%), the exit date was recorded for less than half of the basal entries. No exit dates were recorded in 8 folders (2.9%).

Were the exit dates complete?

The same definition of completeness used with entry dates was used with exit dates. Of the folders reviewed, 248 (89.9%) had complete exit dates on all the basal entries, 20 (7.2%) had some incomplete exit dates (only day and month given), and 8 (2.9%) had no exit dates.

How many folders had information recorded in the assessment column?

A total of 55 folders (19.9%) had information in the assessment column for half or more of the basal entries, 78 (28.3%) had assessment information for less than half of the basal entries, and 143 folders (51.8%) had no information in the assessment column. These findings indicate there is some confusion among teachers as to whether the assessment column should be used. Instructions distributed in 1978 (Attachment B-6) stated the column should be left blank.

When provided, what type of assessment information was recorded?

A check was recorded in 84 cumulative folders, and an adjective, date, or the name of the test was recorded in 49 cumulative folders.

In how many basal series had each student received instruction?

A total of 59 students (21.4%) had received all their instruction in 1 basal series. A total of 166 students (60.1%) had received instruction in 2 basal series, and 49 students (17.8%) had received instruction in 3 basal series. Two students (.7%) had received instruction in 4 basal series.

How many times was a student changed from one basal series to another basal series during a given school year?

A total of 146 students (52.9%) had never changed from one basal series to another basal **series** during a school year. However, 107 students (38.8%) had changed basal series during one school year. Twenty-three students (8.3%) had changed basal series in each of two school years.

How many students had supplementary texts checked in the pre-primer column?

A total of 170 students (61.6%) had pre-primer texts checked. No pre-primer supplementary texts were checked for 106 students (38.4%).

How many students had supplementary texts checked in the primer column?

A total of 162 students (58.7%) had primer texts checked. No primer supplementary texts were checked for 114 students (41.3%).

How many students had supplementary texts checked in the first-year column?

A total of 142 students (51.4%) had texts checked in the first-year column, and no first-year supplementary texts were checked for 134 students (48.6%).

How many students had supplementary texts checked in the second-year column?

A total of 131 students (47.5%) had texts checked in the second-year column, and no second-year texts were checked for 145 students (52.5%).

How many students had supplementary texts checked in the third-year column?

At the time of the folder check in January, a total of 37 students (13.4%) had texts checked in the third-year column, and no third-year texts had been checked yet for 239 students (86.6%).

How often was a date or grade recorded by a supplementary text entry?

A total of 17 students (6.2%) had a date or grade recorded next to half or more of their supplementary text entries. Nineteen students (6.9%) had a date or grade written by less than half of their supplementary text entries, and 240 students (87%) did not have dates or grades written next to any supplementary text entries.

How many District achievement test scores are in the students' folders?

Test Score	Number of Students with Scores	Percent
ITBS only	1	.4
Boehm and MRT	1	.4
Boehm and ITBS	1	.4
Boehm, MRT, CAT	7	2.5
Boehm, MRT, CAT, ITBS	238	86.2
MRT, CAT	2	.7
MRT, CAT, ITBS	16	5.8
Boehm, CAT, ITBS	9	3.3
Boehm, MRT, ITBS	1	.4
TOTAL	276	100

Figure B-3. TEST SCORES FOUND IN THE CUMULATIVE FOLDERS OF THIRD-GRADE STUDENTS.

By January of their third-grade year, students who have been in AISD during grades K-3 should have BOEHM, MRT, CAT, and ITBS test scores in their cumulative folders. Figure B-3 shows 238 students (86.2%) in the sample had scores for all four tests in their cumulative folders.

How many cumulative folders contained an ITBS Individual Skill Analysis?

A total of 204 folders (73.9%) contained an ITBS Individual Skill Analysis report, while 72 folders (26.1%) did not. It is possible some of these reports may have been missing from the folders due to recent teacher use.

Was a date of entry recorded on the cumulative folder for each year the student has been in the District? (Excluding the current school year)

A total of 180 folders (65.2%) had entry dates coded for each year the student had been in the District, and 90 folders (32.6%) did not. Six folders (2.2%) had entry dates for each year the student was present, but at least one of the dates was incorrect. Ninety folders (32.6%) did not have entry dates for each year the student was in the District.

Was a school listed for each year the student has been in the District? (Excluding the current school year)

A total of 182 folders (65.9%) had a school listed for each year the student was in the District, and 93 folders (33.7%) did not.

Was a date of withdrawal provided for each year a student changed schools?

Twenty-three folders (8.3%) had a date of withdrawal listed for each year a student changed AISD schools, and 135 folders (48.9%) did not. A total of 117 students (42.4%) had not changed schools.

Was a reason for withdrawal given each time a student changed schools?

In 21 folders (7.6%), a reason for withdrawal was given each time a student changed schools. In 137 folders (49.6%), however, a reason for withdrawal was not given each time a student changed schools. It was speculated the desegregation ruling was the reason for many school changes, and this reason was not usually recorded on the cumulative folder.

Was a destination school given each time a student changed schools?

In 21 folders (7.6%), a destination school was given each time a student changed schools. In 137 folders (49.6%), a destination school was not given each time a student changed schools. Again, the mass desegregation activities probably accounted for the omission of the destination school data.

The information in this appendix was summarized to facilitate presentation to District personnel. The summary is provided in the preface of this Final Technical Report.

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Attachment B-1

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

November 12, 1980

TO: Principals in Schools with Grades K-3

FROM: Patsy Totusek

SUBJECT: Reading Curriculum Study

In recent years, AISD teachers, principals, and central office administrators have shown a growing interest in the development of a more coordinated reading/language arts curriculum. The Reading Curriculum Study was initiated in response to this interest.

As part of the Reading Curriculum Study, we plan to interview approximately 10-12% of the K-3 teachers. We also plan to survey the permanent record folders for a sample of students in grade three to determine what data are available to teachers in tracking the progress of students in reading.

The teacher interviews will be conducted from November 1980 to March 1981, and appointments for each interview will be made in advance. The teachers will be asked to describe their instructional practices, to assess the curriculum materials provided by the District, and to offer suggestions for improvement.

Permanent folders will be examined in a sample of the schools with students in grade three. We would like to select for the survey the folders of two teachers at each participating school whose classes include high, middle, and low ability students. Other than access to the folders, no teacher time will be required for this part of the study. You will be notified if your school will be involved in the permanent record review, and a schedule will be arranged at your convenience.

We would appreciate it if you would tell the teachers at your school about the study, and inform them they may be selected at random for a teacher interview.

Thank you for your assistance.

PT:mdy

Approved: Freda M Holley
Director, Research and Evaluation

Approved: Roberta Hartsook
Acting Director, Elementary Education

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CODER _____ SCHOOL _____ DATE _____ FILE ID A Q A (1-3)

STUDENT NAME	STUDENT ID	AISD SCHOOLS	YEARS IN AISD	SCHOOL
_ (4-23)	_ _ _ _ _ _ _ _ (24-30)	1 2 3 4 (31)	1 2 3 4 5 6 7 8 9 (32-32)	_ _ _ (33-35)

ETH	KINDER	ANNUAL ENTRY	REC TEXTS	GRADE LEV	ENTRY	ENTRY CODE	EXIT	EXIT CODE
1 2 3 4 5 (36)	1 2 (37)	1 2 3 (38)	1 2 (39)	1 2 3 (40)	1 2 3 (41)	1 2 3 4 (42)	1 2 3 (43)	1 2 3 4 (44)

ASSESS	ASSESS CODE	NUM SERIES	DOUBLE SERIES	PRE-PRIM	PRIM	FIRST	SECOND	THIRD
1 2 3 (45)	1 2 3 (46)	1 2 3 4 5 6 7 8 (47)	1 2 3 4 (48)	1 2 (49)	1 2 (50)	1 2 (51)	1 2 (52)	1 2 (53)

FOURTH	FIFTH	SUP DATE	SCORES	SKILL ANAL	ENTRY D	SCH COD	WITH	REAS	DES
1 2 (54)	1 2 (55)	1 2 3 (56)	1 2 3 4 5 6 7 8 9 10 11 12 13 (57-58) 14 16 15 17	1 2 (59)	1 2 3 (60)	1 2 3 (61)	1 2 3 (62)	1 2 3 (63)	1 2 3 (64)

B-11

80.34

Attachment B-2

FILE ID A / Q / A

CARD FILE LAYOUT

LOCATION:

PROGRAM: District Priorities

AISD

YEAR: 1980-81

X UT PF B567 , 0208 , CUMDATA
acct. pass. file name

CONTENTS: Cum Record Check

Field	Columns	Description
	1-3	File ID: AQA
	4-23	Student Name (Last Space First)
	24-30	Student ID
	31-31	Number of AISD Schools Attended: NUMSCH
		1 = Attended 1 AISD School
		2 = Attended 2 AISD Schools
		3 = Attended 3 AISD Schools
		4 = Attended 4 or more AISD Schools
	32-32	Years in AISD Schools: 1 = Spec. Ed. Student TIMAISD
		2 = In AISD Schools, Grades K-3
		3 = In AISD Schools, Grades 1-3
		4 = In AISD Schools, Grades 2-3
		5 = In AISD Schools, Grade 3
		6 = In AISD Schools, Grades K, 2, 3

80.34

Attachment B-3
(Page 1 of 8)

80

81

FILE ID: / /

CARD FILE LAYOUT

LOCATION:

PROGRAM:

___AISD_____

YEAR:

___UT PF____,____,_____
acct. pass. file name

CONTENTS:

Field	Columns	Description
	32-32	7 = In AISD Schools, Grade K and 3
		8 = In AISD Schools, Grades 1 and 3
		9 = Uncertain
	33-35	Present School CURSCH
	36-36	Ethnicity: 1 = American Indian, 2 = Black, 3 = Oriental, 4 = Mexican American
		5 = Anglo and Other ETH
	37-37	Kindergarten Oral Language System Circled: KOLS 1 = Yes, 2 = No
	38-38	Annual entries for grades 1-3: ANNENT 1 = Yes, every year child in District
		2 = No
		3 = Uncertain (no grade or year)
	39-39	Identification of recent texts: RECTEXT
		1 = Definite or probable identification
		2 = Identification not possible
	40-40	Is grade level recorded on text series? GRDLEV

80.34

Attachment B-3
(continued, page 2 of 8)

B-13

FILE ID ___/___/_____ CARD FILE LAYOUT LOCATION:

PROGRAM: _____ ___AISD_____

YEAR: _____ ___UT PF____,____,_____
acct. pass. file name

80.34

CONTENTS:

Field	Columns	Description
	40-40	1 = Yes, for ½ or more entries
		2 = Yes, for less than ½ entries
		3 = No grade levels recorded
	41-41	Is entry date recorded on the text series? ENTDAT
		1 = Yes, for ½ or more entries
		2 = Yes, for less than ½ entries
		3 = No entry dates recorded
	42-42	Are entry dates always complete? ENTCOM
		1. Yes, Month and Year recorded (or day-month-year) on all entries
		2. No, Day and Month recorded only on some entries
		3. No, Year recorded only on some entries
		4. No, No entry dates coded
	43-43	Is exit date recorded on the text series? EXTDAT
		1 = Yes, for ½ or more entries

FILE ID ___/___/_____ CARD FILE LAYOUT LOCATION:

PROGRAM: _____ ___AISD_____

YEAR: _____ ___UT PF_____,_____,_____
acct. pass. file name

CONTENTS:

Field	Columns	Description
	43-43	2 = Yes, for less than ½ entries
		3 = No exit dates recorded
	44-44	Are exit dates always complete? EXTCOM
		1. Yes, Month and Year recorded only (or day-month-year) on all entries
		2. No, Day and Month recorded only on some entries
		3. No, Year recorded only on some entries
		4. No, No exit dates recorded
	45-45	Is assessment information recorded? ASSREC
		1 = Yes, for ½ or more entries
		2 = Yes, for less than ½ entries
		3 = No assessment information recorded
	46-46	How was the assessment information recorded? ASSCOM
		1 = Check
		2 = Adjective-date-name of test

FILE ID ___/___/_____ CARD FILE LAYOUT LOCATION:

PROGRAM: _____ ___AISD_____

YEAR: _____ ___UT PF_____,_____,_____
acct. pass. file name

CONTENTS:

Field	Columns	Description
	46-46	3 = No assessment data recorded
	47-47	How many series indicated? 1, 2, 3, 4, 5, 6, 7, 8 NUMSER
	48-48	How many years was more than one series used in a grade? DOUBSER
		1 = 0 years
		2 = 1 year
		3 = 2 years
		4 = 3 years
	49-49	Were supplementary texts checked in the pre-primer column. SUPPRE
		1 = Yes, 2 = No
	50-50	In the primer column? 1 = Yes, 2 = No SUPPRIM
	51-51	In the first-year column? 1 = Yes, 2 = No SUP1
	52-52	In the second-year column? 1 = Yes, 2 = No SUP2
	53-53	In the third-year column? 1 = Yes, 2 = No SUP3
	54-54	In the fourth-year column? 1 = Yes, 2 = No SUP4

FILE ID ___/___/_____ CARD FILE LAYOUT LOCATION:

PROGRAM:_____ ___AISD_____

YEAR: _____ ___UT PF_____,_____,_____
acct. pass. file name

80.34

CONTENTS:

Field	Columns	Description
	55-55	In the fifth-year column? 1 = Yes, 2 = No SUP5
	56-56	How often was the date or grade recorded by a supplementary text? SUPEXTR
		1 = For ½ or more of the entries
		2 = For less than ½ of the entries
		3 = Never
	57-58	How many District achievement test scores are in the student's folder? TESTS
		1 = Boehm only
		2 = MRT only
		3 = CAT only
		4 = ITBS only
		5 = Boehm and MRT
		6 = Boehm and CAT
		7 = Boehm and ITBS
		8 = Boehm, MRT, CAT

B-17

Attachment B-3
(continued, page 6 of 8)

FILE ID ___/___/_____ CARD FILE LAYOUT LOCATION:

PROGRAM: _____ ___AISD_____

YEAR: _____ ___UT PF_____,_____,_____
acct. pass. file name

80.34

CONTENTS:

Field	Columns	Description
	57-58	9 = Boehm, MRT, CAT, ITBS
		10 = MRT-CAT
		11 = MRT-CAT-ITBS
		12 = CAT
		13 = CAT-ITBS
		14 = MRT-ITBS
		15 = Boehm-CAT-ITBS
		16 = Boehm, MRT, ITBS
		17 = No Scores
	59-59	Is an ITBS Individual Skill Analysis in the student's folder? SKILANL
		1 = Yes
		2 = No
	60-60	Is a date of entry recorded for each year the student has been in the District?
		ANNENT 1 = Yes, 2 = Yes, but errors, 3 = No

Attachment R-3
(continued, page 7 of 8)

FILE ID ___/___/___ CARD FILE LAYOUT LOCATION:

PROGRAM: ___AISD___

YEAR: ___UT PF____,____,____
acct. pass. file name

CONTENTS:

Field	Columns	Description
	61-61	Has a school been coded for each year the student has been in the District?
		ANNSCH 1 = Yes, 2 = No
	62-62	Has a date of withdrawal been coded for each year a student has changed schools?
		WITHDR 1 = Yes, 2 = No, 3 = Has not changed
	63-63	Has a reason for withdrawal been given each time a student left a school?
		REASWIT 1 = Yes, 2 = No, 3 = Has not changed
	64-64	Has a destination school been coded each time a student changes schools? DESCH
		1 = Yes
		2 = No
		3 = Has not changed schools

80.34

B-19

Attachment B-3
(continued, page 8 of 8)

Inst. 161 (78)

Pupil's Name _____

Student Number _____

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction and Development
Department of Elementary Education

INDIVIDUAL PUPIL RECORD OF READING

Kindergarten Oral Language System (Circle the name of the publisher.)
·Lippincott ·Houghton-Mifflin ·Denoyer-Geppert ·National Education Publishers (Bilingual)
·Macmillan ·McGraw-Hill ·Ginn

PRIMARY GRADES (Developmental Readers)

Grade	Houghton Mifflin	Present Gr. Level	Date Entry / Exit	Assessment	Economy	Present Gr. Level	Date Entry / Exit	Assessment	Harcourt Brace Javanovich	Present Gr. Level	Date Entry / Exit	Assessment
First	Readiness — Getting Ready to Read				Readiness — Oral English Stepping Stones				Readiness — Look, Listen & Learn			
	Pre Primer (1 8 1 5) Tigers PP 1 Lions PP 2 Dinosaurs PP 3				Pre Primer (1 3 1 7) Pug PP 1 Sun Tree PP 2 Zip!Pup!Go! PP 3				Pre Primer (1 4 1 8) Sun Up A Happy Morning A Magic Afternoon			
	Primer (2 0) Rainbows				Primer (1 9) Green Feet				Primer (1 9) Sun & Shadows			
	1¹ (2 3) Signposts				1¹ (2 0) Blue Dilly Dilly				1¹ (2 0) Together We Go			
Second	2¹ (2 6) Secrets				2¹ (2 3) Curbstones Dragons				2¹ (2 4) A World of Surprises			
	2² (2 7) Rewards				2² (2 5) Mustard Seed Magic				2² (2 5) Going Places Seeing Things			
Third	3¹ (3 7) Panorama				3¹ (3 0) Ale Pudding & Wind Sauce				3¹ (3 3) Widening Circles			
	3² (4 0) Fiesta				3² (3 5) Mysterious Waterie				3² (3 5) Ring Around the World			

PRIMARY GRADES (Remedial Readers)

Palo Alto Sequential Steps in Reading	Present Gr. Level	Date Entry / Exit	Assessment	Scott, Foresman Open Highways Series	Present Gr. Level	Date Entry / Exit	Assessment
				Readiness — Starter Concept Cards			
Pre Primer (1 8 1 7) Book 1 Book 2 Book 3				Pre Primer (1 8) Get Set			
Primer (1 9) Book 4				Primer (1 8) Ready to Roll			
1¹ (1 8 2 0) Book 5 Book 6				1¹ (1 7 1 9) Rolling Along			
2¹ (1 8 2 1) Book 7 Book 8 Book 9				2¹ (1 8 2 1) More Power			
2² (1 8 2 1) Book 10 Book 11 Book 12 Book 13				2³ (1 8 2 1) Moving Ahead			
3¹ (1 8 2 6) Book 14 Book 15 Book 16 Book 17				3¹ (2 0 3 3) Splendid Journey			
3² (1 8 2 6) Book 18 Book 19 Book 20 Book 21				3² (2 0 3 3) Speeding Away			

Palo Alto may be used as a supplementary reader.

INTERMEDIATE GRADES

Grade	Houghton Mifflin	Present Gr. Level	Date Entry / Exit	Assm't	Holt, Rinehart and Winston	Present Gr. Level	Date Entry / Exit	Assm't	Macmillan	Present Gr. Level	Date Entry / Exit	Assm't
Fourth	4 (5 9) Kaleidoscope				4 (5 6) Time to Wonder				4 (5 7) The Magic Word			
Fifth	5 (6 8) Images				5 (6 8) Freedom's Ground				5 (6 8) Bold Journeys			
Sixth	6 (7 5) Galaxies				6 (7 0) Riders on the Earth				6 (7 3) Into New Worlds			
Sixth	6 Other				6 Other				6 Other			

The number in parentheses beside each book is the readability level.

ACHIEVEMENT TESTS

Grade	Test	Score
K	Boehm	Spring 20 / Fall 40
1	MAR	

Reading % Ile	V	C
1		
2		
3		
4		
5		
6		

INTERMEDIATE GRADES

Scott, Foresman Open Highways	Present Gr. Level	Date Entry / Exit	Assm't
4 (3 5 4 0) Seeking Adventure			
5 (3 5 5 0) Discovering Treasure			
6 (4 0 6 0) Exploring Afar			
6 Other			

Instructional Level at the end of Sixth Grade: _____

SUPPLEMENTARY BOOKS AND MATERIALS

PRE-PRIMER

- _____ Reading Bookshop (1.1-1.8)
- _____ Pre-Primers (7 titles)
- _____ Sounds I Remember (1.8)
- _____ Apple Trees (2.0)
- _____ Ride With Us (1.5)
- _____ Come With Us (1.5)
- _____ Guess Who (1.5)
- _____ Dan Frontier (1.5)
- _____ Happy Ranch (1.5)
- _____ Sounds of Home (1.5)
- _____ Look at the Moon (1.6)
- _____ Story Fun (1.4)

_____

_____

PRIMER

- _____ Reading Bookshop: (1.5-2.0)
- _____ Primers (7 titles)
- _____ Sounds of a Hound Dog (1.9)
- _____ Gingerbread (2.0)
- _____ I Play (1.5)
- _____ Everyday a Surprise (1.5)
- _____ Peppermint Fence (1.7)
- _____ Tales to Read (1.8)
- _____ Sounds of Numbers (1.8)
- _____ Watch Me (1.7)
- _____ Stofy Wagon (1.7)

_____

_____

FIRST YEAR

- _____ Reading Bookshops (1.7-2.3) Grade 1 (10 titles)
- _____ Sounds in the Wind (2.6)
- _____ Toadstools (2.8)
- _____ Open Windows (1.9)
- _____ Making Friends (2.5)
- _____ I Know a Story (1.9)
- _____ I Live With Others (1.8)
- _____ Did You Ever? (1.7)
- _____ Sky Blue (1.9)
- _____ Sunny and Gay (2.1)
- _____ Story Time (2.0)
- _____ Stories to Remember (2.0)
- _____ Sounds Around the Clock (1.7)
- _____ SRA
- _____ Barnell-Loft

_____

_____

SECOND YEAR

- _____ Reading Bookshops: (1.8-2.1) Grade 2 (12 titles)
- _____ Sounds of a Powwow (2.1)
- _____ Roller Skates (2.9)
- _____ Skipping Along (2.4)
- _____ I Have Friends (1.9)
- _____ Rainbow in the Sky (2.2)
- _____ Foolish and Wise (2.3)
- _____ Story Train (1.9)
- _____ Star Bright (2.8)
- _____ Storyland Favorites (2.3)
- _____ Sounds of Laughter (2.2)
- _____ SRA
- _____ Barnell-Loft

_____

_____

THIRD YEAR

- _____ Reading Bookshops: (2.5-4.0) Grade 3 (15 titles)
- _____ Sounds After Dark (4.1)
- _____ Sailboats (4.0)
- _____ Treat Shop (3.5)
- _____ What Not Tales (3.5)
- _____ Meadow Green (3.0)
- _____ Doorways to Adventure (3.4)
- _____ Sounds of the Storyteller (3.1)
- _____ Fun All Around (3.8)
- _____ Story Carnival (4.5)
- _____ Open Roads (3.4)
- _____ SRA
- _____ Barnell-Loft

_____

_____

FOURTH YEAR

- _____ Children Everywhere (4.0)
- _____ Magic Carpet (3.5)
- _____ Under Texas Skies (4.5)
- _____ Shining Hours (5.8)
- _____ Peacock Lane (5.5)
- _____ Meeting New Friends (3.2)
- _____ Along the Sunshine Trail (4.5)
- _____ Window Panes (4.5)
- _____ Sounds of Mystery (4.9)
- _____ Read Better—Learn More Book A (5.0)
- _____ SRA
- _____ Barnell-Loft

_____

_____

FIFTH YEAR

- _____ Enchanting Isles (4.5)
- _____ Stories of Now and Long Ago (4.0)
- _____ Let's Be Somebody (6.0)
- _____ Time for Adventure (5.5)
- _____ Silver Web (6.5)
- _____ Words With Wings (6.5)
- _____ Days of Adventure (3.5)
- _____ Across the Blue Bridge (5.5)
- _____ Fox Eyes (6.5)
- _____ Sounds of a Young Hunter (6.5)
- _____ Departures (2.0-8.0)
- _____ Environmental Reader (5.0-7.0)
- _____ SRA
- _____ Barnell-Loft

_____

_____

SIXTH YEAR

- _____ The Crowded House (4.0)
- _____ The Heart of the Wild (7.0)
- _____ Treasure Gold (7.0)
- _____ Beyond the Horizon (6.5)
- _____ Stories to Remember (4.5)
- _____ Your Old World Past (7.0)
- _____ Aboard the Story Rocket (7.0)
- _____ Sea Birds (6.4)
- _____ Shifting Scenes (3.5-10)
- _____ Sounds of a Distant Drum (6.6)
- _____ SRA
- _____ Barnell-Loft

_____

_____

The number/s in the parentheses beside each book is the average readability level for that book. The **Spache** readability formula was used to determine readability levels for Grade 1, 2, and 3. The Fry formula was used for Grades 4, 5, and 6. All readability levels are relative to the formula used. Two different formulas applied to the same passage in a given book may produce different results.

INST-050 (78) Cumulative Folder

I. ENROLLMENT DATA

This folder must be kept up-to-date at all times.

1. ALERT (See Items)
Record only *numerical references* to other sections of the folder. The purpose of this arrangement is to call attention to any special information regarding a child. (Example: If there is a recording under Section IV-1, Health Data, a *numerical reference IV-1* should be placed in the *ALERT* box.

2. Date of Entry	3. School	4. Date of Withdrawal	5. Reason for Withdrawal	6. Destination

CHECKLIST

Complete appropriate data as follows:
Name (Computer Contact Label)

- I Enrollment Data
- II. I-1 (ALERT)
  I-2—I-6 (Entry-Withdrawal)
- III Personal Data
  II-1—II-13
- III. Special Services Data
  III-1—III-6
  (Referral Information)
- IV Health Data
  IV-1 (Special Attention)
  IV-2 (Illness Record)
  IV-4 IV-5 (Vision-Hearing Screening)
- V Elementary Student Progress Reports—White original copies filed in the envelope
- VI Measurement Data
  Appropriate and up-to-date information should be recorded.
- VII. Secondary School Record
  Computer print-out labels that record grades should be included

Other Required Records
Individual Pupil Record of Mathematics Card should be retained in the folder.
Individual Pupil Record of Reading Card should be retained in the folder.
Other Records
Test Records
Records of Special Programs

Article 6252-17a, as amended in 1973, provides as follows:
Section 3a. All information collected, assembled or maintained by governmental bodies is public information and available to the public. . .with the following exceptions only:
. . .(14) Student records at educational institutions funded wholly, or in part, by State revenues, but such records shall be made available upon request of educational institution personnel, the student involved, or that student's parent, legal guardian, or spouse; . . .
All information in this folder can be obtained by duly authorized staff members of the Austin Independent School District, the student or the student's parent, legal guardian or spouse.

80.34

Attachment B-5
(Page 1 of 2)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

TO: Principals Addressed

FROM: Patsy Totusek

SUBJECT: Reading Curriculum Study

As mentioned in an earlier memo, a Reading Curriculum Study will be conducted this year in grades K-3. During the study one or two primary teachers will be interviewed on each elementary campus, and the cumulative folders of approximately 300 third-grade students will be examined. We plan to use the folder information as well as the information obtained from the teacher interviews to address the following questions:

- *What reading information is recorded in the cumulative folders of third-grade students? Do teachers think the information is useful in diagnosing student needs? Do teachers feel changes are needed in the record-keeping requirements?*
- *How do teachers make decisions about reading instruction? Is supplementary instruction coordinated with regular classroom instruction?*
- *What materials do teachers find useful in planning reading instruction? What steps can be taken by District administrators to make sure the planning materials provided by the District are useful?*

During the next few weeks a primary teacher selected at random from your school will be interviewed for the Reading Curriculum Study. Your school has also been selected at random from the District elementary schools to participate in the cumulative folder review.

We would like to examine the folders of two third-grade classes at your school. If you obtain the folders for us, the coding can take place in the school library so as not to interfere with classroom activities. Due to the small amount of information obtained from each school, individual school analyses will not be performed and the data from all the partcipating schools will be merged. Belinda Turner will call you on _____ to arrange a coding visit.

We appreciate your assistance and have enclosed a description of the study for you to post if you so desire.

Principals Addressed:

Nick Akery	Marshall Hampton	Diane Crowe	Johnson Hildebrand
Norman Whisenant	Johnnie Boone	R. L. Knauth	Vera Hemingway
		Jose Flores	Betty Sanders

Approved: Freda M Holley
Director, Research and Evaluation

Approved: Roberta Hastung
Acting Director,
Elementary Education

PT:lm
Enclosure

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

READING CURRICULUM STUDY, GRADES K-3

A Reading Curriculum Study will be conducted this year in grades K-3. The study was initiated in response to the interest shown by teachers, principals, and central office administrators in the development of a more coordinated reading curriculum for AISD students. It is believed greater coordination among grades will facilitate student achievement, especially for low SES populations.

During the next few weeks, a primary teacher selected at random from your school will be interviewed for the Reading Curriculum Study. Your school (along with nine other schools) has also been selected at random from the District elementary schools to participate in a cumulative folder review. This means the reading information in the folders of two third-grade classes at your school will be examined. Due to the small amount of information obtained from the cumulative folders at each school, individual school analyses will not be performed and the data from all the participating schools will be merged.

The information obtained from the teacher interviews and the cumulative folder review will be used to address the following questions:

- *What reading information is recorded in the cumulative folders of third-grade students? Do teachers think the information in cumulative folders is useful in diagnosing student needs? Do teachers feel changes are needed in the record-keeping requirements?*

- *How do teachers make decisions about reading instruction? Is supplementary instruction coordinated with regular classroom instruction?*

- *What materials do teachers find useful in planning reading instruction? What steps can be taken by District administrators to make sure the planning materials provided by the District are useful?*

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction and Development
September 7, 1978

INSTRUCTIONAL MEMORANDUM NO. 14

TO: Teachers
Principals
Instructional Coordinators
Area Directors, Elementary Schools

FROM: M. George Bowden and Mrs. LaVonne L.R. Rogers

SUBJECT: Preparation of Reading and Mathematics Record Cards.

1. Reference: Instructional Memorandum No. 11, subject: "Information on the Cumulative Folder and the Student Progress Report," dated September 6, 1978.

2. Special Instructions Governing Completion of the Cumulative Record Cards. Please note that two separate sets of instructions are attached and this information pertains to:

a. The Individual Pupil Record of Reading. Detailed instructions regarding the maintenance of this card is attached as Enclosure No. 1. Note that the reverse side of the instruction card contains an illustrated copy of the record form.

b. The Individual Pupil Record of Mathematics. This set of instructions concerns the maintenance of records dealing with mathematics. See Enclosure No. 2. Note that the reverse side of the card contains an illustration of how the card is completed.

3. Questions. Questions concerning the completion of the cumulative record will be answered at a meeting of principals. However, if there are additional problems, teachers should contact principals for answers and if there are questions which remain, those inquiries should be directed to the Department of Elementary Education. We shall try to find answers for these questions.

Encls: 1 - Memorandum, The Reading Card
2 - Memorandum, The Mathematics Card

Reading

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction and Development
September 13, 1978

MEMO CONCERNING THE USE OF THE READING CARD

The Individual Pupil Record of Reading

1. The Committee to Review the Student Progress Report and the Cumulative Folder System has recommended eliminating the Ladder of Skills in Reading as a record-keeping system. A more simplified system was designed along with a recommendation to develop a district-wide reading assessment system based on the Essential Competencies. This recommendation is presently being explored as it relates to instruction in the elementary schools.

2. Part of the new reading card is on the back of this memo. Directions for filling out the various sections are also included. Teachers will follow these directions during this school year (1978-1979).

3. Teachers will not fill out the sections under Assessment during the school year 1978-1979.

4. In order for there to be some indication of a student's achievement in reading, it is suggested that teachers include one or more of the following in the Cumulative Folder:

   - basal tests (score page only)
   - teacher-made informal tests
   - results of an informal reading inventory
   - an informal checklist of a student's strengths and/or weaknesses.

5. The number/s in parentheses represent the readability level of each book. The readability is included for all basal and supplementary books.

6. Do not transfer any records from the old card to the new card. Both cards should be left in the Cumulative Folder.

TEACHERS:

ASK YOUR PRINCIPAL FOR A COPY OF THE READING CARD.

OVER .....

Individual Pupil Record of Reading

Attachment B-6
(continued, page 3 of 5)

Write in the present grade level.

PRIMARY GRADES

Grade	Houghton-Mifflin	Present Gr Level	Date Entry / Exit	Assessment	Economy	Present Gr Level	Date Entry / Exit	Assessment
First	Readiness Getting Ready to Read				Readiness Oral English Stepping Stones			
	Pre-Primer (1.6-1.8) Tigers PP 1 Lions PP 2 Dinosaurs PP 3				Pre-Primer (1.3-1.7) Pug PP 1 Sun Fr... PP 2 ...Go! PP 3			
	Primer (2.0) Ba...				Primer (1.9) Green Feet			
	1[1] (2.2) Sig...				1[1] (2.0) Blue Dilly Dilly			
Second	2[1] (2.6) Secrets				2[1] (2.3) Curbstones Dragons			
	2[2] (2.7) Rewards				2[2] (2.5) Mustard Seed Magic			
Third	3[1] (3.7) Panorama				3[1] (3.0) Air Pudding & Wind Sauce			
	3[2] (4.0) Fiesta				3[2] (3.5) Mysterious Wisteria			

If a different book is used, write in the publisher's name.

Write in the date a child began to work in the book.

Write in the date a child finished working in the book.

Do not fill in this section.

ACHIEVEMENT TESTS

Grade	Test Boenm	Score Spring / Fall	/50 /50
1	MRR		
Reading Test	V	C	
2			
3			
4			
5			
6			

INTERMEDIATE GRADES

Scott, Foresman Open Highways	Instr. Level	Date Entry / Exit	Assmt
4 (2.5-4.0) Seeking Adventure			
5 (2.5-5.0) Discovering Treasure			
6 (4.5-6.0) Exploring Afar			
6 Other			

Write in the test results beside the appropriate grade level. For the MMR, put in the stanine level. For the CAT, put in the Vocabulary and Comprehension scores.

Do not fill in this section.

Instructional Level at the end of Sixth Grade: _____

Only the sixth grade teachers will have to fill in the instructional level. This information is to be used by the junior high for class assignment.

80.34

Mathematics

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction and Development
September 13, 1978

MEMO CONCERNING THE USE OF THE MATHEMATICS CARD

The Individual Pupil Record of Mathematics

1. The Committee to Review the Student Progress Report and the Cumulative Folder System recommended eliminating the Fountain Valley Teacher Support System in Mathematics as a record-keeping system. A more simplified system was designed along with a recommendation to develop a district-wide math assessment system based on the Essential Competencies. Teachers and coordinators are presently working on the assessment system. Specific details are not finalized at this time.

2. Part of the new card is on the back of this memo. Directions for filling out the various sections are also included. Teachers will follow these directions during this school year (1978-1979).

3. Teachers will not fill out the Essential Competency section of the math card during this school year (1978-1979).

4. In order for there to be some indication of a student's achievement in mathematics, it is suggested that teachers include one or more of the following in the Cumulative Folder:

   - end of chapter tests
   - teacher-made end-of-the-year test
   - an informal checklist of a student's strengths and/or weaknesses

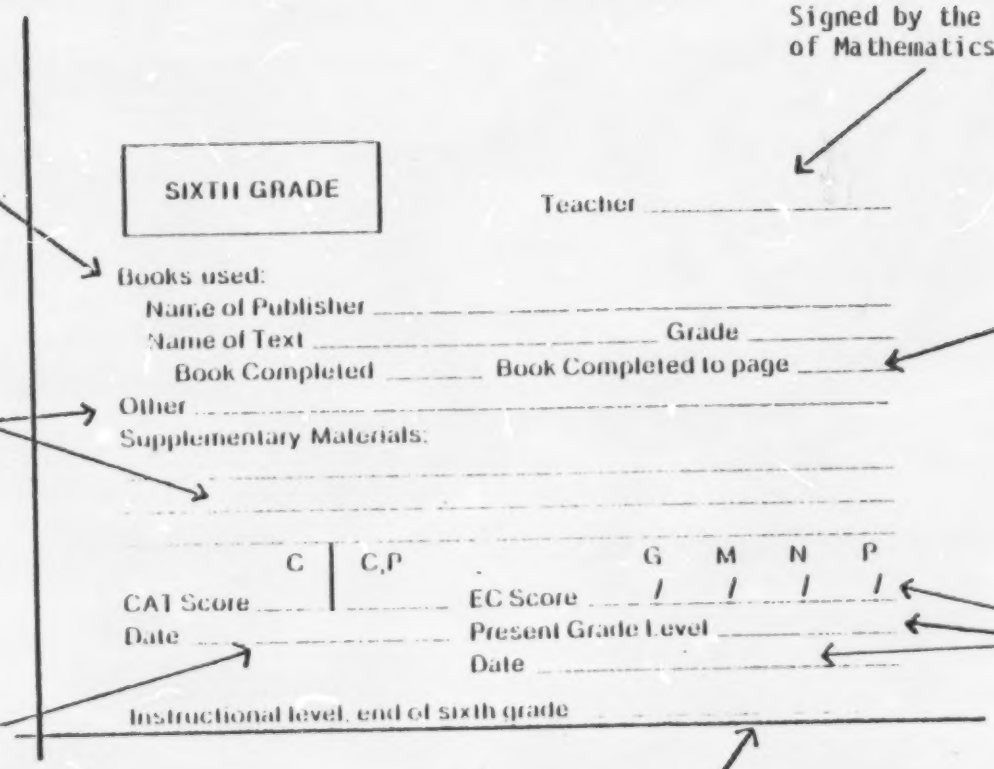
5. Teachers should not transfer any records from the old Fountain Valley Pupil Profile Card to the new card. Both cards should be left together in the Cumulative Folder.

TEACHERS:

ASK YOUR PRINCIPAL FOR A COPY OF THE MATH CARD.

OVER .....

Individual Pupil Record of Mathematics



Signed by the teacher of Mathematics.

Write in the name of the publisher, name of the text, and the grade level of the text.

Check if the book was completed. If not completed, write the number of the page at which instruction stopped.

Write in the name and publisher of any other books or kits used.

Do not fill in this section.

Write in the date the California Achievement Test was given. Write in the computation score and the concepts and problem solving score

Only the sixth grade teachers will have to fill in the instructional level. This information is to be used by the junior high for class assignment.

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Attachment B-6
(continued, page 5 of 5)

Reading Curriculum Study: Grades K-3

Appendix C

TEACHER SURVEY

80.34 Instrument Description: Teacher Survey

Brief description of the instrument:

A teacher survey with two alternative forms, one with 13 items and one with 12 items. Nine items on Form 1 and seven items on Form 2 were taken from previous staff surveys to provide longitudinal data. The other items will provide baseline data on teachers' perceptions in areas of district priorities and accreditation needs.

To whom was the instrument administered?

A random sample of teachers, selected after teachers who had been surveyed or interviewed by other evaluations were excluded from the list.

How many times was the instrument administered?

Once to each teacher. A reminder was sent to increase the number of teachers responding to the survey.

When was the instrument administered?

Mailed out through school mail on March 4, 1981 and again on March 16, 1981.

Where was the instrument administered?

Through school mail to teachers' school addresses.

Who administered the instrument?

Self-administered.

What training did the administrators have?

N/A

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

Unknown.

Who developed the instrument?

Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

Some item responses from previous staff surveys are available for comparison.

TEACHER SURVEY

Purpose

A teacher survey was distributed to a random sample of 578 K-12 teachers in the spring of 1981 in order to obtain information pertaining to the Reading Curriculum Study, district priorities, and accreditation needs. The decision and evaluation questions addressed with regard to the Reading Curriculum Study were:

> Decision Question 2: Should there be changes in the materials central office administration gives to teachers to use in planning reading instruction?
>
> > Evaluation Question D2-3: Are any of the materials perceived as expendable? Why?
> >
> > Evaluation Question D2-2: Which of these materials are perceived as the most valuable? Why?

A description of the procedures used in administering the survey as well as a summary of the findings can be found in Appendix L of the Final Technical Report for Systemwide Evaluation (Publication Number 80.39).

80.34

Reading Curriculum Study: Grades K-3

Appendix D

PUPIL ACTIVITIES RECORD REVISED

80.34 Instrument Description: Pupil Activities Record Revised

Brief description of the instrument:

The PAR-R is an observation instrument designed to collect information on the activities of a student during the school day. The variables observed include place of instruction, area of instruction, adult contact, group size, ontask/offtask, language of instruction, mode of instruction, content of instruction, competitiveness, ethnicity and whether a substitute was present in the classroom.

To whom was the instrument administered?

Randomly selected students in Title I schools and schools affected by desegregation.

How many times was the instrument administered?

Once for each student observed.

When was the instrument administered?

From October 13, 1980 through May 8, 1981.

Where was the instrument administered?

In classrooms, resource rooms, libraries, and any other area in the school where students receive instruction.

Who administered the instrument?

Title I, District Priorities, and Systemwide Desegregation evaluation assistants.

What training did the administrators have?

General training in observation processes and a practicum in observing with the PAR-R.

Was the instrument administered under standardized conditions?

Classroom situations varied.

Were there problems with the instrument or the administration that might affect the validity of the data?

The advance notification of scheduled observations may have caused teacher preparation for the observation. Also, some teachers identified the students under observation and may have altered their behavior toward the students.

Who developed the instrument?

The Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

Interrater reliabilities are at the .90 level or higher in most cases.

Are there norm data available for interpreting the results?

No.

PUPIL ACTIVITIES RECORD REVISED

Purpose

All-day observations were conducted in the classrooms of second- and fifth-grade students in order to obtain information pertinent to the Reading Curriculum Study, and the Title I and ESAA evaluation projects. The decision and evaluation questions addressed with regard to the Reading Curriculum Study were:

Decision Question 1: Should there be changes in the general approach to reading in the District?

Evaluation Question D1-1: What do observation data reveal about the reading instruction provided at grade two particularly in such areas as:

a) group size
b) adult contact
c) ontask/offtask behavior
d) content of instruction
e) mode of instruction
f) language of instruction
g) location of instruction

A description of the procedures used in conducting the observations as well as a summary of the findings can be found in Appendix F of the Title I Final Technical Report (Publication Number 80.71).